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ABSTRACT

The handbook contains classroom career activities designed by participants in a two-week workshop as a part of the School Program Advancing Career Education (SPACE), an effort to plan and develop a comprehensive career education model for grades 7-12. Funded under Title III of the Elementary and Secondary Education Act, the project began in January, 1973, and ended October 3, 1973. Nine pilot schools and approximately 3,500 students and 160 teachers were involved. Activities are suggested for the areas of communication, science, social studies, health, agriculture, distributive education and business, home economics, and industrial arts. For each activity, the name of the activity and appropriate grade level are specified. This information is followed by a description of the activity, concepts taught, desired performance objectives, a step-by-step process outline of the activity, materials needed, resource persons, and related information. Suggestions for designing career centers are included. (AG)

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School Program Advancing Career Education

Greeneville City & Greene County Schools

1973 HANDBOOK

CE 000627

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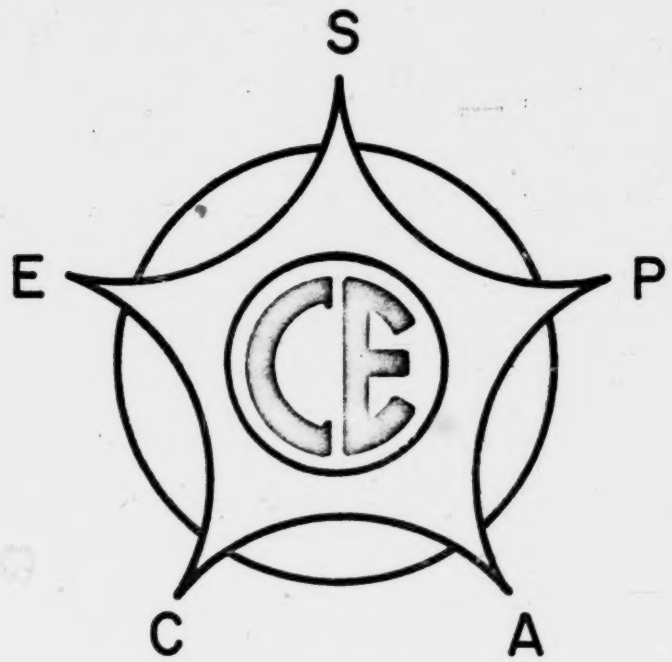
HANDBOOK FOR

SCHOOL PROGRAM ADVANCING CAREER EDUCATION

Edited By
Dr. Genevieve Smith
Project Director

Funded under Title III
of the Elementary and Secondary Education Act
of 1965 as amended

Greeneville City and Greene County Schools
Greeneville, Tennessee
Dr. Robert McElrath, Superintendent
Mr. Howard McNeese, Superintendent



SCHOOL
PROGRAM
ADVANCING
CAREER
EDUCATION

GREENEVILLE-GREENE COUNTY
SCHOOL SYSTEMS
.GREENEVILLE, TENN. 37743

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OVERVIEW

SPACE, School Program Advancing Career Education, was a joint effort of the Greeneville City and Greene County Schools to plan and develop a comprehensive career education model for grades 7-12. This project, funded under Title III of the Elementary and Secondary Education Act, began in January, 1973 and terminated on October 3, 1973.

Nine pilot schools were involved, including Greeneville High and Junior High, South Greene High, and its six feeder schools--Camp Creek, Cedar Creek, Debusk, Greystone, St. James, and Sunnyside. The total population for this project included approximately 3,500 students and 160 teachers.

A Planning Commission was organized to assist with development of the career education model to be implemented in the nine pilot schools. The thirty members visited seven career education programs in three states and studied career education literature. They attended a two-week workshop in July, during which time they visited industries, engaged in cardboard carpentry, and held discussions with employers in order to learn about work and workers. In addition, they listened to speakers who were knowledgeable about career education and developed classroom career activities as well as strategies for implementing the program. The major focus of the workshop was upon the involvement of industry and community in the schools to improve student learning.

The School Program Advancing Career Education is based on the premise that the school has the responsibility to assist every student to achieve the most satisfying life/career posssible. This goal is achieved through an educational program which includes the following:

Learning activities that meet the interests as well as the needs of all students;
Achieving the highest communication and computation skills possible;
Getting along with people;
Maintaining good health;
Using leisure time profitably;
Coping with the economic world;
Assessing personal interests and abilities to plan for the future;
Acquiring a wide range of career information;
Exploring many careers;
Practicing decision-making;
Opportunities to learn job skills and have work experience during high school; and
Developing the ability to enter employment or schools for further career preparation.

ACKNOWLEDGMENT

Heartfelt gratitude is expressed to all those who made this handbook possible through their interest, effort, cooperation, and contribution. The two-week workshop will be remembered most as a time when educators gathered to share ideas, reach a greater understanding of each others' problems, and venture into the world of industry to join hands in creating an educational program that will better meet the needs of students.

WORKSHOP PARTICIPANTS

Buford Neas	Dick Parrack	Irene Everhart
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Lloyd Boozer	Roger Brown	Helen Clayton
Dana Norton	Shelby Miller	Jean King
Carol Kenney	Richard Smith	Mary Ruth Russell
Marion Edens	Louise Haun	Tessie McCorkle
John Jones	Elizabeth Self	LeRoy Hendrix
Josephine Mills	Mary Lou Neas	Kline Jones
Evelyn Bell	Wade Erwin	Vera Isbill
Walter Vanhuss	Delia Duckworth	Bill Calkin

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Greeneville, Tennessee
Miss Wanda Hill, Secretary, School Program Advancing Career Education
Greeneville, Tennessee

SPACE WORKSHOP PARTICIPANTS and COMMUNITY RESOURCES

NAME	LOCATION	TYPE
Elmer Everhart	Rt. 8 (8-3275)	Everhart's Construction
Ms. Joe Campbell	404 Oak Grove Dr.(8-4514)	Kindergarten teacher
Ms. Lucille Moody	Rt. 14, Kingsport(246-2111)	Tennessee Eastman
Ms. Mary Lee Duncan	Rt. 4, Box 200 (9-3776)	Elementary teacher
Alex Teglas Jr.	121 York Dr. (8-6236)	Magnavox, Plant Engineer
Harris Casco Havely	505 Hermitage(9-4965)	Magnavox
Victor Truscelli	215 Hope Rd. (9-2662)	Ball Metal
Ms. Shirley Reaves	513 Franklin St.(8-7573)	Cleaners and Custom drapery
James Anderson	Rt. 4 (9-1171)	Unaka Corp., Safety Director
Estelle Jones	Rt. 9 (9-9265)	Farmer
William D. Alexander	Rt. 8 (8-5904)	First National Bank
Ms. Mildred Masengill	Rt. 13, Box 214 (8-6770)	Teacher and Grocery clerk
L.D. Arp	Rt. 8 (9-1284)	The Bargain Lot and Suzuki
Mark W. Benko	405 Oak Grove Dr.(8-7576)	Morris Industries, Inc.
Vernon Glover	Rt. 7 (9-1387)	Greene Farmers' Co-Op
I.L. Stanley	Rt. 10, Box 323-A (9-5958)	Retired teacher, Children's Home Director, Personnel for Mental Health
John McGuffin	410 Circle Hts. Dr.(9-4013)	Asst. Vice-President, Greene County Bank
Blake Yost	Rt. 4, Box 26 (9-8862)	Pet, Inc.
Erie Adams	Depot Street (8-6141)	Department of Public Welfare, County Manager
Ms. Launa Pruitt	Rt. 3, Mosheim (422-4536)	Cosmetologist
Ms. Barbara Farley	Brentwood Dr. (9-4570)	Housewife and active community member
Carl Burns	Union and Charles St. (8-8184)	Greene County Health Department

CAREER CENTERS

Career centers may be located in many places--the library, principal's office, hallway, guidance office, an unused classroom, storage closet, and regular classroom. Every classroom in the School Program Advancing Career Education focuses on a career center, containing a variety of information designed to meet students' interests and needs. Here students study their personal interests and abilities and become knowledgeable about many careers including requirements, life styles, benefits, and contributions to society. Varied guidance materials are also available to assist students in learning about values, social and consumer skills, physical and mental health, leisure time, and decision-making.

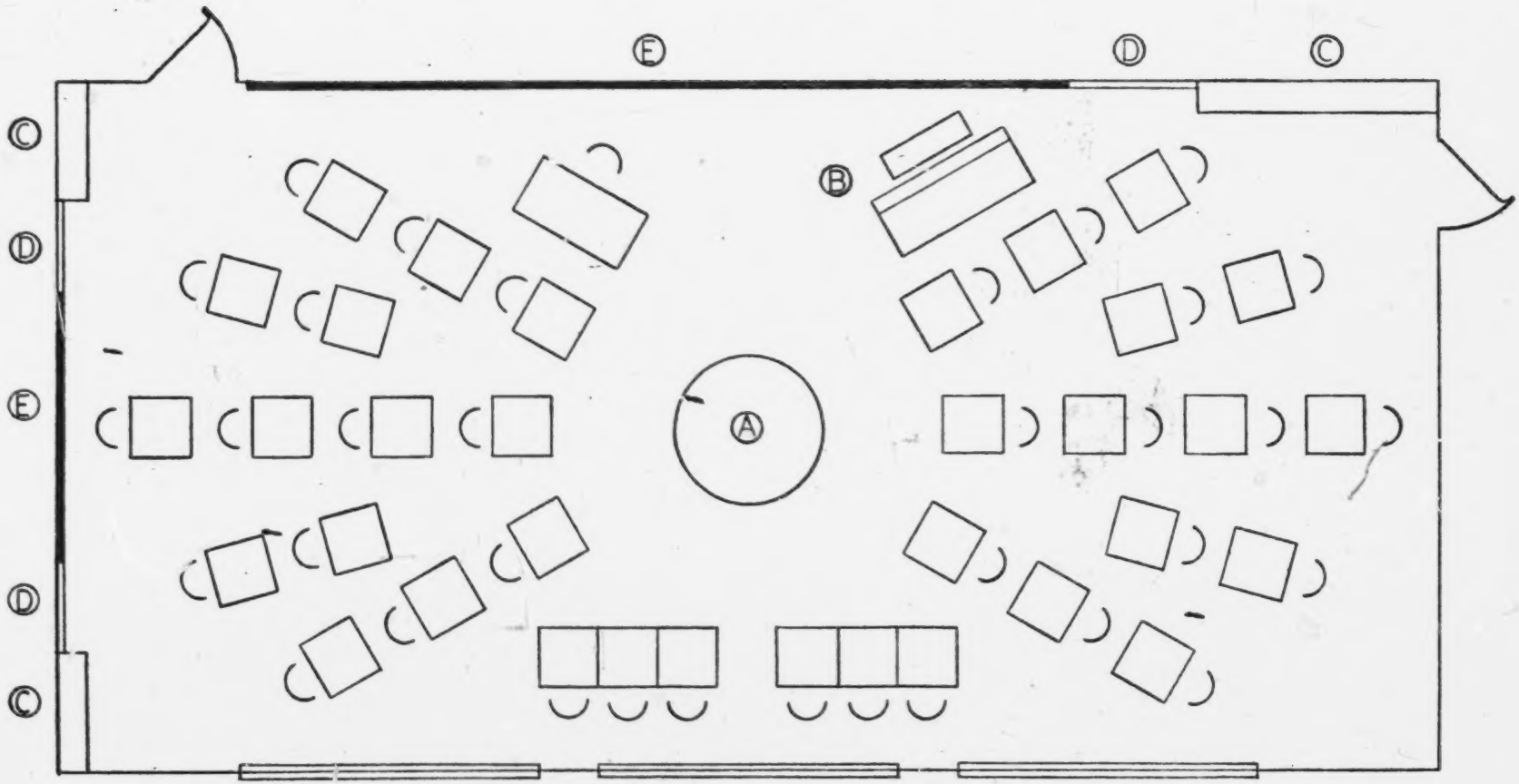
Planners of career centers should include desks, tables, chairs, couches, bulletin boards, cabinets, shelves, record players, and cassettes. Electric outlets should be available for operating audio-visual equipment and career games of various sorts. Elaborate centers provide carrels, projects, screens, and computerized information systems. However, effective career centers can be developed from inexpensive or free materials, hard work, and imagination. Space dividers are easily made from heavy cardboard which can be decorated as bulletin boards. If classrooms are crowded and space is at a premium, mini-career centers can be constructed by using a small table, desk, or even a makeshift shelf.

CLASSROOM CAREER ACTIVITIES

Classroom learning in the School Program Advancing Career Education targets toward career activities which provide students with an awareness of the world of work and exploration in various careers, thereby increasing understanding of the total life. Career activities bring the community into the classroom to expand knowledge and insight about life and work. In turn, classroom doors open, and students go out into the community to further increase learning and gain experience related to living and careers.

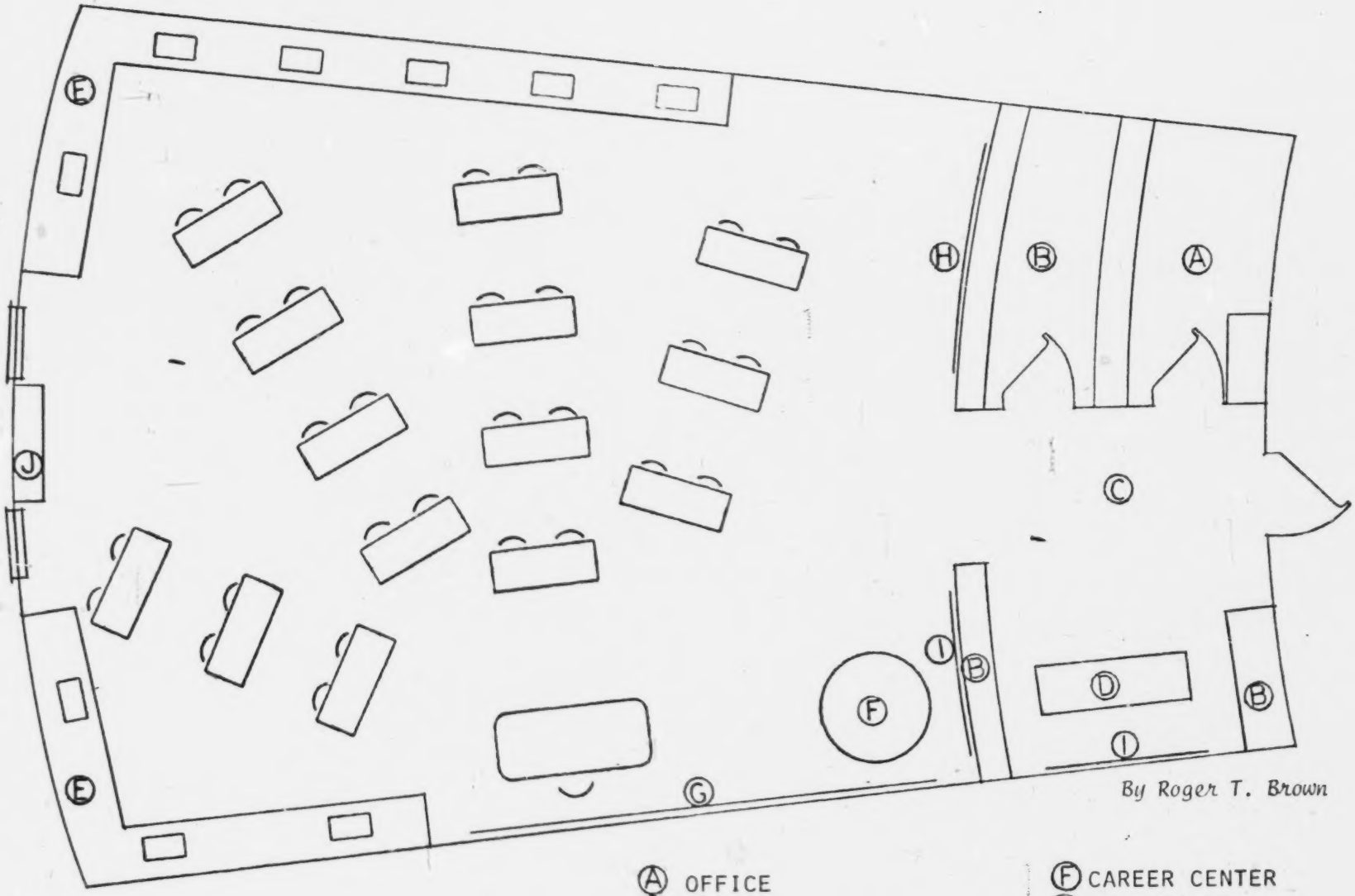
By involving the total community actively in the school program, students benefit by learning from a variety of persons with experience and knowledge in numerous and diverse fields. Community involvement creates a relevant curriculum and learning environment that motivate both teachers and students toward achievement resulting in greater productivity and satisfaction.

On the following pages are classroom career activities developed by members of the workshop. These activities can be altered to fit different grade levels or subject areas, depending upon the creativity of the individual teacher.



By Walter P. Vanhuss

Ⓐ CAREER CENTER
Ⓑ PIANO
Ⓒ STORAGE SHELVES
Ⓓ BULLETIN BOARD
Ⓔ CHALKBOARD



By Roger T. Brown

Ⓐ OFFICE
Ⓑ STORAGE
Ⓒ HALLWAY
Ⓓ INDEPENDENT STUDY AREA
Ⓔ LAB
Ⓕ CAREER CENTER
Ⓖ CHALKBOARD
Ⓗ PEGBOARD
Ⓘ BULLETIN BOARD
Ⓙ RADIATOR

CLASSROOM CAREER ACTIVITY

Activity - Mechanics Grade -6-8 Area - Reading

Description - Dis-assembling and assembling one-cylinder, four-cycle motor.

Concepts - Students need to become aware of the importance of language in any career.

Students need to understand the importance of any career.

Performance Objectives - To learn language related to mechanics.

To identify tools related to dis-assembling and assembling a one-cylinder motor.

Step-by-Step Process:

1. Read and study in small groups resource and specification book published by Briggs and Stratton Corporation and Handbook published by U.T. Extension Service on Care and Maintenance of small motors.
2. Divide students into groups to work in specialized area of motor. (group on carburetor, another on gears, etc.)
3. Invite a mechanic from community or resource person.

4. As each student dis-assembles a part, ask him to identify each part by writing part name on tag, attaching it to part, and file it in shelves or boxes in an orderly fashion.

5. After motor is completly dis-assembled, proceed to re-assemble to point of normal operation of motor.

Evaluation - Prepare true and false questions that indicate students' knowledge of career area and related language.

Materials Needed:	Resource Persons:	Related Information:
Used one-cylinder motor Set of socket wrenches	Vocational shop teachers	
¼" or ½" drive, manila tags,	Briggs and Stratton Dealers	
Screw drives, pliers, Briggs	Community mechanics,	
and Stratton specification book,	Parents	
"Care and Maintenance of Small		
Motors"by U.T. Extension Service,		

CLASSROOM CAREER ACTIVITY

Activity - A Radio Program Grade - 7-8 Area - English

Description - Planning a radio musical program.

Concepts - Radio influences society.

Effective communication skills are essential to successful careers.

Performance Objectives - To speak with correct grammar. To speak clearly. To pronounce words correctly.

Step-by-Step Process:

1. Guide students in planning a 20-minute musical radio program with 3 commercials.
2. Ask the announcer to present the title of each record and the recording artist.
3. Record the program and play it back during class.
4. Contact a local radio station for information.

Evaluation - Use the following points for evaluation:

(a) Did the student time the program accurately?

(b) Did the students speak clearly?

(c) Did the student use good English?

Involve the entire class in discussion about important points and ways to improve communication skills.

Materials Needed:	Resource Persons:	Related Information:
Recording equipment	Radio announcer	

CLASSROOM CAREER ACTIVITY

Activity - Travel Careers Grade - 7-8 Area - English

Description - Learning about careers related to travel.

Concepts - Every occupation contributes to society.

Careers require different knowledge, abilities, and attitudes.

All careers require some special preparation.

Performance Objectives - To describe three careers in the community related to travel.

Step-by-Step Process:

1. Gather travel folders, books, and pamphlets.
2. Visit a tourist bureau.
3. Discuss reading materials obtained.
4. List local tourist attractions.
5. Survey the community for people who have travel careers.
6. Invite resource persons with travel careers to the classroom.

7. View films related to travel careers.

Evaluation - Write a report about a travel career.

Present oral reports.

File travel pamphlets alphabetically and accurately.

Materials Needed:	Resource Persons:	Related Information:
Books	Persons with travel careers	Occupational Outlook
Travel folders	Chamber of Commerce employees	Handbook,
Films		Encyclopedias

CLASSROOM CAREER ACTIVITY

Activity - Occupational Vocabulary Grade - 7-8 Area -Language Arts

Description - Identifying occupational vocabulary with the definitions of occupations.

Concepts - Every occupation contributes to society.

Performance Objectives - To match occupational vocabulary with occupation definitions.

Evaluation - Check papers to determine numbers matched correctly.

Discuss vocabulary words and occupations.

Materials Needed: Resource Persons: Related Information:

Pencil

Copy of word list for each student.

Process: Fill in blank using correct vocabulary word.

Vocabulary Words		Definitions
Surgeon	Bookkeeper	_____ specialist in chemistry
Carpenter	Chemist	_____ uses technical skills
Draftsman	Actress	_____ one licensed to practice pharmacy
Secretary	Dairyman	_____ functions of a minister of religion
Artist	Minister	_____ a doctor that practices medicine
Banker	Judge	_____ uses a hammer and saw
Nurse	Policeman	_____ a doctor that practices surgery
Beautician	Technician	_____ writes business letters
Instructor	Welder	_____ teaches others
Physician	Engineer	_____ arranges flowers in bouquets
Lawyer	Editor	_____ plans meals for people on special diets
Seamstress	Recreation Director	_____ designs buildings
Salesman	Orthodontist	_____ sells things
Machinist	Pharmacist	_____ the branch of dentistry concerned with correcting teeth
Architect	Mechanic	
Dietitian	Supervisor	_____ gives permanents
Butcher	Florist	_____ is in charge of people
Electrician	Farmer	_____ trained to take care of the sick
Cashier	T.V. News Director	_____ cuts meat
Dentist	Accountant	_____ paints pictures
		_____ wires houses
		_____ grows crops
		_____ skilled in using machine tools and draws plans for machinery

Process (Cont.) :

Definitions

_____ repairs cars so people can drive them

_____ manages a bank

_____ advising others in the matters of law

_____ heats metal until fused to hammer or press

_____ to inspect or keep accounts

_____ the care and repair of the teeth

_____ in charge of cash transactions in a store or bank

_____ keeping a systematic record of business transactions

_____ a member of the police force

_____ one who edits

_____ plans recreation activities

_____ sews expertly or makes a living sewing

_____ takes pictures

_____ plans and prepares news for T.V. announcer

_____ works in a dairy

_____ authority to hear and decide cases in court of law

_____ skilled in some branch of engineering

_____ a woman or girl who acts in plays or motion pictures

CLASSROOM CAREER ACTIVITY

Activity - The Interview Grade - 7-8 Area - Reading

Description - Learning terms and facts related to language on application blanks.

Concepts - It is important that students read and interpret terms correctly when completing job application forms.

Performance Objectives - To answer all questions accurately in an application blank.

Step-by-Step Process:

1. Secure a copy of various application blanks from area industries.
2. From these application blanks, arrange a list of common words for student to learn to spell and define.
3. Instruct the group in completing an application, point by point.
4. If student shows enough knowledge after classroom lectures and activities, set up mock interview situation, either teacher-student or student-student combination. If instructor feels this should be more specialized, invite personnel director to conduct on-the-spot interview.

Evaluation - Students evaluate each other by observing mock interviews and rating by means of an evaluation sheet compiled by instructor.

Materials Needed:

Cross section of application blanks from local industry

Sound filmstrip from Guidance Associates-"What You Should Know before You Go to Work."

Resource Persons :

Personnel persons from local industry.

Vocational-Business teachers from high school.

Related Information :

"Looking Toward that First Job," available through Magnavox.

"Making the Most of Your Job Interview." - New York Life Insurance

CLASSROOM CAREER ACTIVITY

Activity - Agri-Business Grade - 7-8 Area - Reading

Description - Following dairying from the dairy farm to bottled milk in grocery store.

Concepts - The student should be aware of the many careers in the community.

Performance Objectives - To identify a variety of careers.

Step-by-Step Process:

1. Gather as much reading material as possible in area of dairy farming for reading and discussion in classroom.
2. Visit dairy farm, questioning landholder and farm hands and noting different machines used in process.
3. After a visit by landholder to classroom, read material in area of transporting milk to factory and the processing plant.

4. Visit a processing plant, pointing out areas of work from common labor to professional skill.

5. Use field representatives of dairy industry to visit classroom for questions and answers.

6. Reading about grocery and retail merchandising business.

7. Grocerymen and/or clerks visit classroom, discussing their duties and responsibilities.

Evaluation - The student names, either orally or by writing, the number of careers represented throughout project.

Materials Needed:	Resource Persons :	Related Information :
Pamphlets, bulletins, and filmstrips	Vocational-Agriculture teachers	Dictionary of Occupation
from industry and Vocational-	Field representatives of industry	Titles,
Agriculture teachers,	Farmers	Occupational Outlook
County Agents and University Extension	Grocerymen	Handbook,
Service.	U.T. Extension Service	Encyclopedias

CLASSROOM CAREER ACTIVITY

Activity - Job Seeking Through Want Ads Grade - 7-9 Area - English

Description -Improving communication skills and learning about careers through want ads.

Concepts - Want ads can help students to improve communication skills.

Want ads can assist students in learning about careers.

Performance Objectives - To write effective want ads.

To give oral reports about available jobs.

Step-by-Step Process:

1. Discuss features of effective want ads.
2. Ask class to select want ads that appeal to them.
3. Compare good and bad features of the want ads selected.
4. Ask students to compose effective want ads.
5. Ask students to research the career described in their want ads.
6. Ask students to present oral reports about the researched careers.

Evaluation - Composition of an effective want ad.

Presentation of an oral report pertaining to a researched career.

Oral or written analysis of an ineffective want ad.

Materials Needed :	Resource Persons:	Related Information:
Newspapers	Newspaper ad writer	Occupational Outlook Handbook
		Encyclopedias

CLASSROOM CAREER ACTIVITY

Activity - Career Investigation Grade - 7-9 Area - Language Arts

Description - Doing a survey of careers in the community.

Concepts - Parents in the community have many different careers.

Performance Objectives - To list the different types of work performed by parents of the children in the class at the end of a five-day period.

Step-by-Step Process:

1. Discuss various types of careers that parents may have.
2. Ask students to discuss their parents' careers with them.
3. Invite parents to class to discuss careers.
4. List the different jobs performed.

Evaluation - Each student describes orally types of work his parent does.

Each student describes in writing the job that his parent does.

Materials Needed :	Resource Persons:	Related Information :
Pencil and paper	Parents in the community	Film on careers

CLASSROOM CAREER ACTIVITY

Louise Haun

Activity - Using Leisure Time Effectively Grade - 10-12 Area - English

Description - Students must be introduced to reading and enjoying all types of literature, on personal levels, in order that they may inform as well as entertain themselves during leisure time.

Concepts - Each individual must learn to use leisure time wisely and in a manner to give him the most pleasure and relaxation. Since each person is an individual with varied interests and abilities, he must be guided into a field from which he may derive pleasure and often profit as well.

Performance Objectives - To discuss benefits derived from all types of reading including the following: biographies and autobiographies; novels (including historical novels); adventure stories; lyric, epic, narrative, and dramatic poetry; drama; short stories; and non-fiction.

To improve communications skills through small-group discussion.

Step-by-Step Process:

1. Group the students homogeneously.
2. Select books on the student's ability level.
3. Take the students to the library to do research on the author of the book.
4. Instruct students to pay particular attention to the following: the author's type of writing, the style he chooses, his subject matter, the relationship of his personal life to his literature, his use of symbolism, the time in which he lived and how this influenced his writing.
5. Discuss library research material before, during, and after the reading of the assignment.
6. Give instructions or suggestions to the student relating to the special points of emphasis to be discussed later (example, symbolism).
7. Devote class period time to silently reading the chosen books.

Evaluation - Divide the students into groups, letting each group be responsible for one activity chosen from numbers 1 through 5. Each student will also do activities 6 and 7.

1. The group will again discuss the author's life in relation to his writing.
2. There will be group discussion of the following: plot, sub-plots, character, setting,

climax, and denouement.

3. Group discussion will be centered around student reaction to a character - stressing character analysis.

4. Symbolism, if any, will be discussed.

5. Debate the relevancy of the books.

6. Use role playing by letting students group themselves, select their favorite scene, and dramatize it.

7. Choose one from a list of twenty given topics and write a theme.

Materials Needed: Resource Persons: Related Information:

Sufficient number of books for each class member. (Some books chosen from Suggested Lists for College Bound Students)

CLASSROOM CAREER ACTIVITY

Louise Haun

Activity - Writing a Letter of Application Grade - 10-12 Area - English

Description - Constructing a letter of application which will be formally written, stating the applicant's desire for an obtainable position.

Concepts - In order to obtain a desired position it is often necessary for the student to write a formal letter of application.

Performance Objectives - To write a letter of application which is mechanically correct.

To write a letter of application which is neat and legible in black or blue-black ink.

To describe in writing the parts and form of a letter of application.

Step-by-Step Process:

1. Discuss the acceptable forms of business letters according to texts. (Harbrace Handbook and Warriner's Complete Course)
2. Discuss skills of mechanics of writing.
3. Write a rough draft including in the following order the heading; the inside address; paragraphs telling (1) how the student learned of the position; of qualification (training and experience) and health status; three references (not relatives) and their addresses; willingness to come for an

interview and a telephone number where the applicant may be contacted; complementary close; and signature.

4. Proofread,correcting all mistakes.

5. Assemble white or neutral-colored stationery and black or blue-black ink.

6. Copy neatly and legibly.

Evaluation - The completed letter of application must be mechanically correct, worded correctly and coherently, legible, and have proper form and placement of parts. The letter must be rewritten if it contains any errors or erasures.

Materials Needed :	Resource Persons:	Related Information :
Pen and ink		Want-ad section from
Stationery		newspapers,
Harbrace Handbook		Dictionary.
Warriner's Complete Course		

CLASSROOM CAREER ACTIVITY

Louise Haun

Activity - Proofreading the School Newspaper Grade - 10-12 Area - English

Description - After collecting all articles turned in by each editor on the Greene and White (school paper), the class will carefully read the articles, correcting all mistakes.

Concepts - Correctness and clarity are necessities in any publication.

Every occupation is a necessity to society.

Each career requires different knowledge, skill, interest and value. These varying talents should be turned into a fulfilling career.

Performance Objectives - To produce a newspaper free of error.

Step-by-Step Process:

1. Correct all mistakes in spelling.
2. Correct all punctuation errors.
3. Determine that all sentences are correctly constructed.
4. Determine that the five W's are answered in the articles.
5. Determine that all sentences are coherent.
6. Determine that all headings and captions are of proper and appropriate size.

7. Determine that the lead story is in its proper place on page one.

8. Determine that each article is placed on the appropriate pages.

Evaluation - The completed newspaper must be free of error. It must be read critically and carefully to detect any errors. If any are found, the layout must be redone correctly.

Materials Needed:

Typed articles from each edition

News items, advertisements,

Feature articles, editorials,

Sports articles, human interest

stories, classified section.

Harbrace Handbook

Resource Persons :

Related Information:

Dictionary

Manual of Skills

CLASSROOM CAREER ACTIVITY

Betty Parris

Activity - Panel Discussion Grade - 11-12 Area -Speech

Description - Conducting a thirty-minute panel discussion about the life-styles of various workers.

Concepts - The choice of career affects many phases of one's life style.

Learning to share ideas is a necessary trait in one's character.

Performance Objectives - To participate in a group discussion in a cooperative manner.

Step-by-Step Process:

1. Direct students to divide into groups of six people. Each group selects a chairman.
2. The chairman delegates areas of the topic to be researched by each member.
3. Each panel member researches his own area by using the library, interviewing workers, observing community life, and reading magazine and newspaper advertisements.
4. Each chairman researches the background and history of the topic.
5. Each discussion group again meets so that general information can be shared and particular procedure

can be decided.

6. The panel discussion is presented before the remainder of the speech class. A forum is conducted at the conclusion of the discussion. The time for the forum is not included in the thirty minutes allotted to the discussion.

Evaluation - The chairman is evaluated on the following points:

(a) Introduction to the topic

(b) Dexterity in moving discussion along

(c) Summary and conclusion of entire discussion

(d) Ability to handle forum at conclusion of discussion.

Each panel member is evaluated on the following points:

(a) Individual contribution to the discussion

(b) Attitude toward the topic, other panel members, and audience

(c) Ability to participate in the forum

Each speaker must exercise correct speaking habits-such as use of voice, posture, and gestures.

Materials Needed:	Resource Persons:	Related Information:
Speech in Action, text	Workers and career people in	Magazines
38 Basic Speech Experiences	the community	Newspapers
		Library reference books
		Reader's Guide

CLASSROOM CAREER ACTIVITY
Betty Parris

Activity - Speech on Law Enforcement Grade - 11-12 Area - Speech

Description - After researching in library and interviewing various people in this particular career, the student prepares a five-minute speech designed to inform the audience concerning career opportunities in law enforcement in the East Tennessee area.

Concepts - Respect for persons in authority is an important trait in an individual's character.

Performance Objectives - To deliver extemporaneously a five-minute speech on career opportunities in law enforcement in the East Tennessee area.

Step-by-Step Process:

1. Make speech assignment to the student giving the following requirements:
   (a) Date due
   (b) Order of speakers
   (c) Type of outline
   (d) Number of words on note cards (will vary according to experience of speakers)
   (e) Time limits

(f) Number of references required

2. Students use the library card catalogue and the Reader's Guide to get broad knowledge about careers in law enforcement.

3. Students interview local law enforcement officers on county, city, state levels.

4. Each student organizes his researched material into a complete sentence outline containing no less than two nor more than four main points.

5. From his outlined speech, the student prepares an extemporaneous speech to deliver before his speech class, handing the outline to his instructor prior to speaking.

Evaluation - Evaluation is based on the following points:

The speaker should follow his outline closely although he may deviate to some degree.

The speech should be organized into not less than two nor more than four main points, well supported by use of illustrations, examples, and/or anecdotes.

The five-minute time limit should be adhered to allowing 30 seconds grace on either end.

The speaker should use proper gestures and proper voice control. He should speak with distinction and animation.

The speech must have a catchy introduction and strong conclusion.

The speaker should be prepared to answer questions from the audience at the conclusion of his speech.

Materials Needed :	Resource Persons :	Related Information :
Speech in Action, text	City, State, County law enforcement	Reader's Guide
38 Basic Speech Experiences (booklet)	officers.	Card catalogue
Outline blanks		
Note cards		

CLASSROOM CAREER ACTIVITY

Betty Parris

Activity - Writing an Essay Grade - 12 Area - Creative Writing

Description -After viewing a number of pictures of people in various occupations, the student writes an essay describing himself in one of the pictures.

Concepts - Self-knowledge is essential in making a wise career choice.

Performance Objectives - To write a 300-500 word essay depicting the writer in a career of his choice.

Step-by-Step Process:

1. Ask students to collect and bring pictures of people in various occupations. These should be large pictures, clearly visible, and preferably colored.
2. Assemble these pictures, choosing those most representative of realistic careers. Mount these on the bulletin board, chalkboard, or large posterboard.
3. During the class period, give students time to study this display, discuss the various people in the pictures and the jobs being performed as they relate to the person, his family, and his community.

5. In an informal essay (300-500 words), the student describes himself in that particular situation.

Evaluation - The essay must be written in ink, on standard theme paper, on one side only, and within appropriate margins.

The use of imagination, ingenuity, and creativity are considered.

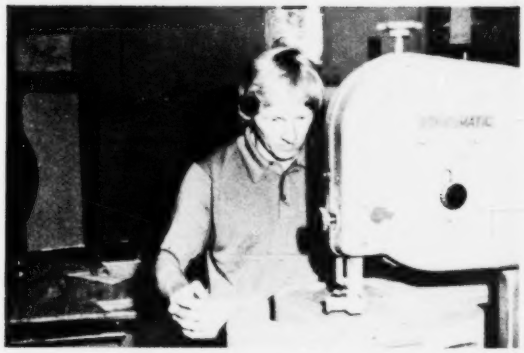
The student's description of himself should be sincere and mature.

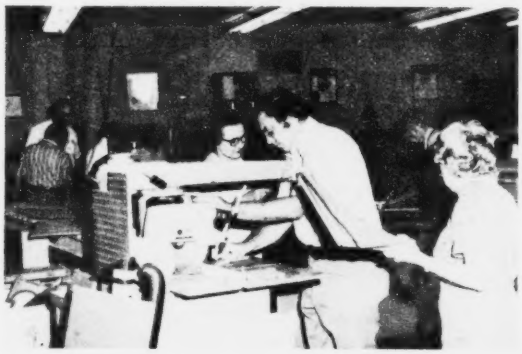
Spelling, mechanics, and legibility are important, but the main evaluation is concerned with the creativity and maturity evidenced in the student's writing.

Materials Needed : Resource Persons : Related Information :

Pictures from magazines- newspapers.

Exploring Industrial Arts





CLASSROOM CAREER ACTIVITY

Richard Smith

Activity - Construction and/or Examination of Telescope Grade - 9 Area -Space Science

Description - Constructing simple models of telescopes.

Concepts - Telescopes are optical instruments used by people in various careers to magnify objects at a distance.

Performance Objectives - To describe in writing how lenses affect light.

To assemble a workable telescope.

To explain orally how a telescope operates.

Step-by-Step Process:

1. Instruct in the functions of various types of lenses.
2. By means of diagrams, explain why lenses separate or concentrate light and invert images.
3. Invite an optician to demonstrate how lenses are grouned.
4. Separate students in groups.
5. Give students lens sets, lens holders, and yard sticks.
6. Encourage students to experiment with the various types of lenses and discover which

combination produces the best magnifications. These lenses are set in lens holders and placed in line on the roller. Distance between the lenses will have to be experimented with to get the best results.

Evaluation - Evaluation is based on the following:

Participation of students in group work.

Ability of student to explain orally or written how lenses affect light.

Ability to manually assemble a simple workable telescope and explain how it operates.

Ability to explain how lenses are made.

Materials Needed:	Resource Persons:	Related Information:
Lenses-concave, convex	Optician	
Mirrors-flat, convex, and concave	Astronomer	
Lens holders	Oculist	
Yard sticks		
Diagrams of lenses		

CLASSROOM CAREER ACTIVITY
Richard Smith

Activity - Topographic Mapping Grade - 9 Area -Earth Science

Description -Building a topographic map from simple materials brought from home and/or provided by teacher.

Concepts - Building a topographic map provides insight about a cartographer's career.

Performance
Objectives - To list the responsibilities of a cartographer.

To list the contributions a cartographer makes to society.

Step-by-Step Process:

1. Instruct students about methods of producing maps. (Teacher research required here.)
2. Point out that a topographic map is the most representative map. It includes not only north, south, east, west two-dimensional aspects of the earth's surface, but also depression and elevation of the surface.
3. Using contour map, cut along extreme outer contour line.
4. Make tracing of this on cardboard and cut out.

5. Place on a large square of cardboard (center).

6. Continue this procedure until all contours are formed or cut from cardboard stacked and glued in their relative positions.

7. Mixtures of one part flour to 1/2 part salt and a small amount of tartar are mixed with water to a stiff consistancy and formed smoothly over the rough model.

8. Allow to dry over night.

9. Paint (green or some other color) and chart with roads, cities, etc. from the second map provided each group.

Evaluation - Participation of group members.

Completeness of work.

Neatness of model.

Individual discussion of work.

Quiz on map making.

Group evaluation of the true representativeness of the model.

Materials Needed:	Resource Persons:	Related Information:
Contour maps (2 per group, small)	City planner	
Cardboard	Dispacher	
Flour, salt, cream of tartar	Cartographer	
Cutting tools, scissors	Architect	
knives, water, tempra	Environmentalist	
paint,paper (for labeling)	Forest ranger	
White glue		
Resource materials pertaining to map making.		

CLASSROOM CAREER ACTIVITY

Richard Smith

Activity - Area Tree Identification Grade - 9-10 Area - Biology

Description -Collecting and identifying leaves and bark from trees in Greeneville and Greene County.

Concepts - The local area has a great variety of trees suitable for supplying wood and wood products.

Certain careers are characteristic of certain areas.

Performance Objectives - To prepare a collection of leaves and bark from a variety of local trees.

Step-by-Step Process:

1. Instruct students in methods of taxonomy.
2. Instruct students in methods of mounting(white glue may be used or cellophane tape.)
3. Ask students to collect two leaves and a piece of bark (small) from as many trees as possible (30-60) depending on time available. (This should be a long term project)
4. Place these samples in a scrap book in an organized way; either alphabetically by common name or alphabetically by family. The latter is preferable.

5. Paste index cards to each sheet for each sample collected. Include:

(a) common name

(b) scientific name

(c) place found

(d) date collected

(e) leaf type and description

(f) economic use (wood, pulp, furniture, etc.)

Evaluation - Evaluation is based on the following points:

Completion of project in specified time period

Neatness of collection

Number of specimens

Correctness of information gathered on specimens

Materials Needed:	Resource Persons:	Related Information:
Scrap book (may be homemade)	Naturalist	Occupational Outlook Handbook
Leaf-type booklet (provided by teacher)	Environmentalist	
Lion's Golden Nature Guide to Trees	Farmer	
Glue	Woodworker	
Index cards	Agriculture person	

CLASSROOM CAREER ACTIVITY

Evelyn Bell

Activity - Molding Plants and Animals Grade - 10 Area - Biology

Description - Embedding plants and animals in plastic.

Concepts - Molding plants and animals in plastic provides a learning experience in biology as well as exploration in industrial arts.

Performance Objectives - To embed an animal or plant in plastic.

Step-by-Step Process:

1. Present a resume on the use of plastic in general.
2. Prepare handouts to describe the process of plastic embedding.
3. Students choose an animal or plant of appropriate size to embed.
4. Students prepare the plant or animal for embedding.
5. Students make a mold of aluminum foil of appropriate size.
6. The students mix castoglas resin with the hardener. Follow directions of the supplier.

7. Students pour the required amount of resin in the mold and places the animal or plant on the resin.

8. Student covers the item being embedded with resin and allows it to harden at room temperature - 30 to 40 minutes.

9. Students take the plastic out of the mold.

10. Students may saw, drill, sand or buff the plastic as needed.

Evaluation - A grade represents neat casting and a complete animal or plant.

B grade represents a casting of slight imperfection and a complete animal or plant.

C grade represents average work.

D grade represents severe cracking of casting and an imperfect plant or animal.

F grade represents an imcomplete project.

Materials Needed:	Resource Persons:	Related Information:
Paper, pencil, aluminum foil, animals, plants, resin, hardener, electric drill, sand paper, buffer.	Industrial Arts teacher Home Economics teacher Artist	Library books, Industrial Arts Plastic by Lawton Edwards.

CLASSROOM CAREER ACTIVITY
Evelyn Bell

Activity - Chemistry and the World of Work Grade - 11 Area - Chemistry

Description - Studying the interrelation between chemistry and the world of work.

Concepts - Occupations are interrelated.

Every occupation is dependent upon other occupations.

Performance Objectives - To write a research paper describing the relation between chemistry and the world of work.

To present a 5-minute report describing the relation between chemistry and the world of work.

Step-by-Step Process:

1. Present a resume of each career cluster.
2. Prepare handouts for students that include questions to be answered by students doing research papers.

   Examples are: (a) Is chemistry incorporated in your career cluster?

   (b) If the answer to (a) is yes, how is chemistry involved?

   (c) Do you know a person in your chosen career cluster?

(d) If the answer to (c) is yes, what did he tell you about his work?

(e) Are professional chemists hired by industries in your career cluster?

(f) What types of work do chemists perform in your career cluster?

(g) Would a general knowledge of chemistry help you in a job?

(h) If the answer to (g) is yes, how will the general knowledge help you?

3. Students choose a career cluster. Repetition of career clusters should be held to a minimum to insure that all areas are covered.

4. Each student presents a 5-minute report on his findings to the class.

5. If students find appropriate films or filmstrips, the student may present the film or filmstrip to the class.

6. Invite a chemist to the classroom to explain his job.

7. Students discuss the various fields.

Evaluation - Grades are based upon the effective completion of the paper and presentation.

Materials Needed:	Resource Persons:	Related Information:
Paper, pencil	Chemist, agriculturist,	Library books,
	Secretary, telephone workers,	Chemistry text,
	Construction boss, artist, musician,	Magazines, INFOE,
	Doctor, nurse, housewife, policeman,	Guidance Associates
	Manufacturer representative,	Filmstrips,
	Hairstylist, mechanic, and beautician	SRA Handbook of Job Facts

CLASSROOM CAREER ACTIVITY

Evelyn Bell

Activity - Physics and the Model Home Grade - 12 Area - Physics

Description - Building a scale model for a home and related projects applying some of the principles of Physics.

Concepts - Cooperation leads to the successful completion of a project.

Physics and the world of work are interrelated.

Performance Objectives - To build a scale model home.

To put a water system in the project.

To wire the house for electricity.

To build a working model of a hydroelectric plant to supply the electricity for the house.

To build a photoelectric cell to control the garage door.

To build a door bell for use in the house.

To build an intercom for the home.

To decorate the house.

Step-by-Step Process:

1. Present basic information about the building of a home.
2. Give each student blueprints of various homestyles.
3. Teach reading of blueprints.
4. Give students time in the library to research the building of a home.
5. Ask class to choose a blueprint of a home or prepare a blueprint.
6. Divide the class into categories--carpenters, electricians, plumbers, decorators, etc.
7. Prepare handouts to explain each area of work and let them know what is expected in each area.
8. Invite carpenters, electricians, plumbers and other workers to oversee their particular area of work.
9. Compile a list of materials and their cost.
10. Begin actual work.
11. Complete project within four-week period of time.

Evaluation - Grades will be assigned based on the following:

(a) successful completion of assigned duties,

(b) neatness of work,

(c) attitudes,

(d) and completion of letters thanking individuals who helped in the project.

Materials Needed:	Resource Persons:	Related Information:
Paper, blueprints, pencil, lumber, pipes, nails, cardboard, electrical wire, electrical outlets, electrical sockets, carpet, pullies, photoelectric cell, speakers, solder, soldering iron, various saws, hammers, knives, screws, screwdriver, chisels, magnets, iron strips, brass sheets,	Electrician, carpenter, plumber, electronics personnel, Industrial Arts teacher, building inspector, electrical inspector, Home Economics teacher	Library books, Manuals on the building of homes, Inspection manuals

CLASSROOM CAREER ACTIVITY

Delia Duckworth

Activity - How the Pioneers Lived Grade - 7 Area -Social Studies

Description - Reliving the way pioneers lived in the Tennessee country.

Concepts - Geographical location influences the way people live.

Performance Objectives - To make an object representing one phase of pioneer life.

To explain orally the purpose of the object which is produced.

Step-by-Step Process:

1. Read Chapter III, HOW THE PIONEERS LIVED in text.
2. Read supplementary material which is provided.
3. Watch filmstrip E-12 THE HISTORY OF TENNESSEE: PEOPLE OF THE FRONTIER.
4. Discuss important points.
5. Take a field trip to Rocky Mount.
6. Ask students to tell the class upon return one thing that they especially remember.

7. Ask Mrs. Mills to show and explain the purpose of each item in her collection of antiques.

8. Ask students to decide which phase of pioneer life most interests them.

9. Ask students to decide which object connected with that phase of life they are interested in making.

10. Determine materials needed.

11. Collect these materials.

12. Ask students who already have related materials at home to bring, demonstrate, and display them.

13. Allow time for construction of cabin, furniture, clothing, weapons, cooking utensils, and tableware.

14. Prepare food at home and bring to class.

15. Allow students to develop and participate in amusements enjoyed by the pioneers.

16. Ask Miss Brown to tell anecdotes associated with the period.

Evaluation - Evaluation is based on the following points:

Class participation.

An imaginary letter written to a friend in Williamsburg or Charleston, explaining what life is like on the frontier.

A fifty-point objective test.

Materials Needed:	Resource Persons:	Related Information:
Text and supplementary reading	Mrs. Mills	Field trip
materials,	Mrs. Brown	Filmstrip
Logs, clay, sticks, grass, rock,	Parents	
bits of leather and cloth, leaves.		
Construction paper, glue, etc.		

CLASSROOM CAREER ACTIVITY

Activity - Transportation Grade - 7-8 Area -Social Studies

Description -Familiarizing children with transportation.

Concepts - Transportation careers contribute to society.

Performance Objectives - To list tools needed to keep trucks operable.

To describe orally three careers in transportation.

To compare the qualifications needed for two careers in transportation.

Step-by-Step Process:

1. Study various transportation careers.
2. Visit an air terminal, railroad station, bus depot, and truck line to observe workers.
3. Draw pictures of different modes of transportation.
4. Invite resource persons representing various transportation careers.
5. View films related to transportation.
6. Read books about transportation.

Evaluation - Present oral reports on one transportation career.

Write a report on one transportation career.

Compare in writing advantages and disadvantages of two transportation careers.

Materials Needed:	Resource Persons:	Related Information:
Reference books	Truck drivers	
Magazines	Ticket agents	
Films	Bus drivers	
Posters	Pilots	
Occupational Outlook Handbook		
INFOE		

CLASSROOM CAREER ACTIVITY

Delia Duckworth

Activity - Skit on Boston Tea Party Grade - 8 Area - Social Studies

Description - Organizing the class into committees to write, produce, direct, and perform a skit on the Boston Tea Party.

Concepts - Persons react to protect themselves against governments when the feeling of persecution and unfair treatment exists. Being a play director involves various skills and abilities.

Performance Objectives - To select a committee on which to work.

To develop an activity relating to the Boston Tea Party.

Step-by-Step Process:

1. Read material on the Boston Tea Party in text and supplementary books in the department.
2. Show filmstrip A-27 "Causes of the Revolution" and discuss relevant points.
3. Show filmstrip D-32 "The History of Dissent" and discuss periods in American History when people have felt moved to protest in different ways.
4. Organize committees using student suggestions.
5. Allow students to select committees on which to work and persons to serve as chairmen of the committees.

6. Prepare class for resource person.

7. Bring in resource person to tell of personal experiences in Little Theater and to answer questions students will have concerning own project.

8. Give time for committee work.

9. Rehearse and perform skit.

Evaluation - Evaluation is based on the following:

Student participation.

A written article from memory answering the questions who, what, why, where, and how. At least four of these questions should be answered correctly in the article for a passing score.

Materials Needed:	Resource Persons:	Related Information:
This is America's Story	Little Theater Director	Costumes
Supplementary texts		Materials to simulate
"Causes of the Revolution" filmstrip		sailing ship, kegs of
"History of Dissent" filmstrip		tea, and Boston Harbor.

CLASSROOM CAREER ACTIVITY

Delia Duckworth

Activity - Introduction to Career Education Grade - 9 Area -Social Studies

Description - Involving students in activities leading to an awareness of the purpose for teaching a mini-course on Career Education.

Concepts - Social Studies is helpful in developing competency in many careers.

Performance Objectives - By participating in the activities planned by the teacher, the student will be able to select careers connected with social studies.

Step-by-Step Process:

1. Have student write down three ideas which occur to him when the term Career Education is mentioned.
2. Without putting his name on the paper, at a given signal, papers will be exchanged.
3. The process in 1 and 2 above, will be repeated three times.
4. Students will be asked to read to the class ideas which appear on the papers which they have.
5. Briefly discuss ideas presented.
6. Distribute newspapers and magazines to students with instructions to select as many careers as they

can find represented in ten minutes.

7. Ask students to read careers they have selected to class.

8. Select student to make a list on chalkboard of these careers as they are read.

9. With the aid of the teacher, examine each career listed to see if the study of Social Studies helps in career preparation.

10. Make a list of all careers which fall into the social studies category.

11. Ask students to prepare a bulletin board using the list of social studies related careers chosen.

Evaluation - Oral or written report based on what constitutes a career and the contribution of social studies to careers.

Materials Needed: Resource Persons: Related Information:

Paper and pencil, magic markers,

Newspapers,

Magazines,

Chalkboard,

Bulletin board,

Pins, ribbon, index cards.

CLASSROOM CAREER ACTIVITY

Activity - Health Careers Grade - 7-8 Area - Health

Description - Familiarizing children with opportunities in the health field

Concepts - Health affects the individual as well as the entire family.

Performance Objectives - To present oral or written report about a career in health.

Step-by-Step Process:

1. Invite a representative from the hospital, County Health Department, or a dentist, nurse, etc. as resource persons.
2. Visit a nursing home.
3. Dress as a health worker.

Evaluation - The student presents a written or oral report to the class, covering the following points:

What careers are possible in the health field?

Which careers in the health field appeal most to me?

How will the subjects I am studying now help me in a health career?

Materials Needed:

Health posters and charts,

Bulletin boards,

Books related to health.

Resource Persons:

Doctor

Nurses

Dentist

Laboratory workers

Related Information:

CLASSROOM CAREER ACTIVITY

Activity - Recreational Directors Grade - 7-9 Area - Physical Education

Description - Supervising class activities such a volleyball, basketball, and badminton tournaments.

Concepts - Recreational Directors are important to good leisure-time activities.

Performance Objectives - To list four responsibilities of Recreational Directors, step by step, in 15 minutes.

Step-by-Step Process:

1. Give students background information about the duties of recreational directors.
2. Ask resource person to speak to the class about the duties and possibilities of a career in recreation.
3. Choose a student recreational director for each class.
4. Ask recreational director to choose his assistants.
5. The recreational director and his assistants set up a volleyball tournament, accepting responsibility for officials, timekeeper, scorekeeper, and keeping tournament brackets up to date.

6. Determine the results, announce the outcome, and give ribbons to each team according to how they placeed in the tournament.

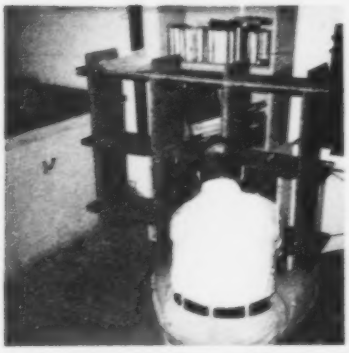
7. The director and assistants elect an all-tournament team

Evaluation - Accuracy of the tournament brackets.

Ability to list at least four duties of a recreational director in 15 minutes.

Materials Needed:	Resource Persons:	Related Information:
Volleyballs, nets, Whistles, stop watches, Cardboard, ink pens, Rule book.	Recreational Director or an assistant. Coaches.	Dictionary of Occupational Titles, Occupational Outlook Handbook, Encyclopedias, Physical Education Handbook.

Cardboard Carpentry



CLASSROOM CAREER ACTIVITY

Activity - Animal Science Grade - 9 Area -Agriculture

Description - Recognizing needs of dairy cattle, beef cattle,and swine.

Concepts - It is important for persons considering agri-business careers to know the breeds of various types of livestock.

Performance Objectives - To list or state on sight the names of various dairy cattle, beef cattle, and swine.

Step-by-Step Process:

1. Introduce subject by naming breeds found in community.
2. Show pictures or film strips of various breeds of livestock.
3. Discuss different characteristics (Breed, color, and distinguishing characteristics).
4. Visit farm to analyze different breeds.

Evaluation - Visual test - (pictures)

Written tests

Materials Needed :	Resource Persons :	Related Information :
Books	Livestock judges	
Pictures	Buyer of livestock	
Filmstrips	University of Tennessee,	
	Extension personnel	
	U.T. Livestock professor	

CLASSROOM CAREER ACTIVITY

Activity - Vegetable Selection Grade - 9 Area - Agriculture

Description - Selecting vegetables for sale or fair exhibits.

Concepts - Vegetables must be of high quality if they are to appeal to housewives.

Performance Objectives - To select high-quality vegetables to display at fair.

Step-by-Step Process:

1. Display an exhibit of high-quality vegetables.
2. Discuss the attributes of high-quality vegetables.
3. Use filmstrip to teach correct size and shape of vegetables.
4. Discuss market requirements for vegetables.
5. Take a trip to fair to see first-place vegetables.
6. Ask student to select and exhibit vegetables brought from home.

Evaluation - Evaluation is based on the following:

Amount of prize money won at fairs,

Test on filmstrip shown, and

Selection of vegetables for display.

Materials Needed :	Resource Persons	Related Information :
Vegetables	U.T. Professor from	Encyclopedias
Filmstrip	Extension service,	Agricultural Extension
Display carton	Vocational-Agriculture	bulletins.
	teachers	
	Vegetable growers	

CLASSROOM CAREER ACTIVITY

Activity - Obtaining a Work Permit Grade -9-12 Area - Distributive Education

Description - Completing a work permit.

Concepts - All workers under age 18 must obtain a work permit in order to hold a job.

Performance Objectives - To obtain a work permit.

Step-by-Step Process:

1. Obtain work permit application in duplicate from the school superintendent's office.
2. Present the application to prospective employer.
3. Employer completes "Employer's Intention to Employ."
4. Student takes application to his family doctor or to the health department.
5. Doctor gives student a physical examination to determine if he can perform the work described by the prospective employer.

6. Doctor completes "Doctor's statement of Physical Fitness."

7. Accompanied by a parent or guardian, student takes the completed application along with a birth certificate to the school superintendent's office.

8. Authorized person at superintendent's office issues work permit based on the information presented by the application, birth certificate, and parent and student signatures.

9. Student takes copy of work permit to be filed in employer's office.

10. Superintendent keeps copy on file and sends one to Nashville Department of Employment.

Evaluation - The student obtains a work permit within three days.

Materials Needed:	Resource Persons:	Related Information:
Work permit application in duplicate	Medical doctor	"Employment of Minors"

CLASSROOM CAREER ACTIVITY

Activity - Check Writing Grade - 10 Area - General Business

Description - Learning how to write personal checks correctly.

Concepts - The ability to write checks correctly is essential to holding a job in retail businesses.

Performance Objectives - To complete three checks from three different banks without error according to accepted guidelines.

Step-by-Step Process:

1. Distribute handout sheet, "Good Check Writing Procedures."
2. Discuss each procedure thoroughly.
3. Allow each student to complete a check with instructor's help.
4. Complete five checks with stub.
5. Take field trip to a local bank with emphasis on what happens to a check when it reaches the bank.
6. Invite a bank teller to class.

Evaluation - Students complete three checks with stub. These checks are scored on accuracy, neatness, and completeness.

Materials Needed:

Handout sheets, "Good Check Writing Procedures,"

Blank checks from local banks.

Resource Persons:

Bank teller

Related Information:

Bank-issued publications.

CLASSROOM CAREER ACTIVITY

Activity - Completing Job Application Form Grade - 11 Area - Distributive Education I

Description - Learning how to complete a job application form.

Concepts - Correct techniques are essential to complete a job application form.

Performance Objectives - To complete three different company application forms with no more than one error on each form.

Step-by-Step Process:

1. Distribute handout sheet, "Application Guidelines."
2. Discuss each guideline thoroughly, telling why it is important.
3. Allow each student to complete an application with instructor's help.
4. Invite personnel director from business to discuss the application blank.
5. Complete an application form.

Evaluation - Administer a quiz.

Ask students to complete three application forms to be graded on completeness, accuracy, and neatness.

Materials Needed:

"Application Guidelines."

Variety and quantities of application forms.

Resource Persons:

Personnel Director

Related Information:

Pamphlets on applying for jobs

CLASSROOM CAREER ACTIVITY

Activity - Cash Register Operation Grade - 11 Area - Distributive Education

Description - Learning the fundamental operation of the cash register.

Concepts - Many jobs in retailing require a person to operate a cash register.

Performance Objectives - To check three orders of merchandise accurately without error.

Step-by-Step Process:

1. Explain the basic operation of the keyboard and motor bar by demonstration.
2. Ring up an order of merchandise on the cash register for student observation.
3. Divide class into groups of two.
4. Discuss the proper way to make change.
5. Let each group practice making change with one another.
6. Each group operates the cash register; one reading prices, the other operating the machine.

7. Each student turns in his register customer tape.

8. Each student observes a retail cashier for at least five minutes.

9. Invite a cashier to discuss her work with the class.

Evaluation - Each student records three orders of merchandise on the cash register. Only one mistake will be accepted on the three orders. Speed will not be a factor.

Materials Needed:	Resource Persons:	Related Information:
Cash register	A retail store cashier	"The Checker - Cashier"
Play money		(Southwestern Publish-
Three lists of merchandise and prices		ing Company)

CLASSROOM CAREER ACTIVITY

Activity - Job Interview Grade - 12 Area - Distributive Education II

Description - Using role playing to demonstrate correct and incorrect interviewing processes.

Concepts - Student participation in a job interview situation can help students to learn the correct way to interview for a job.

Performance Objectives - To list 4 do's and 4 don'ts when preparing for the job interview.

Step-by-Step Process:

1. Distribute handout sheet, "Do's and Don'ts of Job Interviewing."
2. Thoroughly discuss the handout sheet.
3. Show film entitled, "The Job Interview."
4. Use role playing situations, allowing each student to act as interviewer and switching to applicant while others observe good and bad points.
5. Invite a guest from business to discuss and demonstrate job interview situations.

6. Visit a personnel office of a large industry.

7. Conduct a job interview contest using a simulated situation with an adult interviewer and adult judges. Award ribbons to the top three class members.

Evaluation - Each student is evaluated by his fellow classmates. The class observes the interview practice sessions and notes good and bad points. A 100-point exam is given on the basic fundamentals of the job interview. The final evaluation results when the student puts his knowledge into practice.

Materials Needed:	Resource Persons:	Related Information :
Handout sheet, "Do's and Don'ts "	Personnel Director	Literature on job
Film - "The Job Interview "	Businessmen to act as judges	interviewing
Award ribbons		

CLASSROOM CAREER ACTIVITY

Activity - Dollars Make Sense Grade - 7-9 Area -Consumer Education

Description -Acquiring skills that are necessary to make wise decisions when buying a product.

Concepts - All people are consumers

People buy many kinds of products.

People need knowledge and skills to buy a product.

Performance Objectives - To list five advertising terms in 15 minutes.

To list five shopping skills in 15 minutes.

To list ways to determine quality of food or clothing in 20 minutes.

To give an oral report on some aspects of consumer education.

Step-by-Step Process:

1. Discuss terms to be used in the learning process such as: quality, quantity, weight, and measure liquid and dry, packaging, and advertising. (Use bulletin boards, charts, newspapers and catalogues.)
2. Compose a list of good shopping skills which should help the buyer get more for his money.
3. Discuss buying habits relative to quality, price, and impulse.

4. Identify last planned purchase and impulsive purchase. Tell why each was wise or unwise.

5. Discuss ways to judge quality.

   (a) List at least seven ways to judge the quality of clothes.

   (b) List at least eight ways to judge the quality of food.

6. Role play a situation in which the student buys groceries for his/her family for a week. (Bring empty boxes, bottles, packages, etc. Set up a store in an area of the classroom. Total sales and determine if you have bought wisely. Have you over spent?

7. Take a field trip to two discount stores, two department stores, two exclusive men's and ladies' shops. (Prepare a check and compare sheet) Examine and compare items of clothing for your family for quality and price. Use your check list and decide where you can get the most for your money.

8. Review spending habits. Answer these questions:

   (a) Are you getting the most value for your money?

   (b) Are you satisfying the needs and wants most important to you?

   (c) Are you spending without thought, buying from habits, fashion, or the lead of your friends?

   (d) Do you need to change your spending habits?

Evaluation -

Tests - List and identify five terms used in advertising.

List five good shopping skills in 15 minutes.

List five ways to judge quality for each of the following in 20 minutes:

(a) clothing

(b) food.

Reports-Give a report on a trip you made with your mother to buy groceries for your family.

Give a report on a trip you made to purchase on major item of clothing for yourself.

Evaluate the unit you have studied and make suggestions for improvement.

Materials Needed	Resource Persons	Related Information
Pencil and paper,		Shoppers' Guide
Newspapers, catalogues, charts,		
Bulletin board,		
Grocery store items, packages, etc.,		
Lables from garments, play money, grocery bags,		
Copies of guaranties or warranties.		

CLASSROOM CAREER ACTIVITY

Activity - Sock Puppet Grade - 9 Area -Child Care

Description -Making a no-cost sock puppet to dramatize story telling.

Concepts - Designing and making puppets is an outlet for creativity.

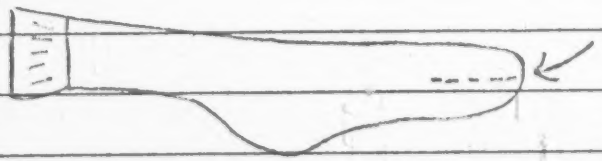
Puppets are quickly and easily made and enjoyed by preschoolers and older students.

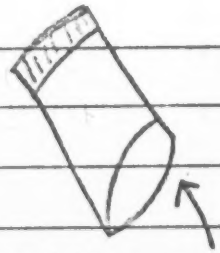
- Puppetry offers a wide range of possibilities for dramatic experiences.

Performance Objectives - To construct a satisfactory sock puppet.

Step-by-Step Process:

1. Cut sock on dotted line.





2. Sew in contrasting material where sock has been cut. Insert a folded piece of cardboard the same size as the contrasting material inside of the toe.

3. Decorate the sock by making a face with buttons and yarn.

Evaluation - Evalution is based on the following:

Interest shown in making project.

Time used to good advantage.

Shared in the responsibility for the use and care of the classroom.

Completed project on time.

Finished puppet satisfactory.

Materials Needed:	Resource Persons:	Related Information:
Old white sock	Members of Little Theatre	Mimeographed sheet giving
Small piece of contrasting material	to demonstrate dramatization	directions for making
Buttons for eyes	with puppets.	puppet.
Needle and thread		
Yarn		
Thin cardboard - 5" square		

CLASSROOM CAREER ACTIVITY

Activity - Sewing on Buttons Grade - 7-9 Area - Care of Clothing

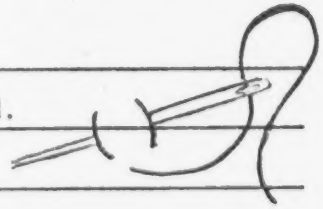
Description - Sewing buttons on garments or scrap materials.

Concepts - Clothing can be made wearable by merely sewing on buttons.

Performance Objectives - To sew on two types of buttons.

Step-by-Step Process:

1. Use double thread but no knot.
2. Insert the needles in the material where the center of the button is to be placed.
3. Use three small stitches at the place where the button is to be sewed.
4. Bring needle through the hole in the button to the right side.
5. Place a pin on top of button.
6. Take needle back through button to wrong side.



7. Take six or seven stitches over the pin depending on the size of the button.

8. Remove the pin.

9. Pull up on the button so as to adjust threads evenly.

10. Bring threaded needle between the material and the button.

11. If button has no shank, make a shank (gives room between the button and garment) by winding thread tightly around under the button three times.

For a shank button, take several stitches over the shank and through the fabric.

12. Pass threaded needle back to the wrong side of the material.

13. Fasten threads securely on back side by making two or three backstitches.

Evaluation - Evaluation is based on the following:

Interest shown

Time used to good advantage

Responsibility that student assumes in getting necessary materials, caring for equipment and classroom

Evidence of increased ability in sewing techniques

Two types of buttons sewn on satisfactorily.

Materials Needed :	Resource Persons:	Related Information :
Four 3 x 8" strips of scrap materials,	Parent	Chart: The Art of
Three buttons with eyes,		Sewing on Buttons
Three buttons with shanks,		Textbooks: Teen Guide
Package of needles (size 8 with long eyes),		to Homemaking, page
Metal thimble, pins,		96-97.
Spool of thread, scissors, or shears.		How Do You Look and Dress

CLASSRCOM CAREER ACTIVITY

Activity - Butterscotch Haystacks Grade - 7-8 Area - Foods

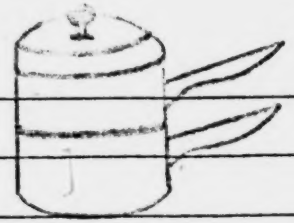
Description - Making a nutritious confection quickly (approximately 55 minutes) with a minimum of equipment in a regular classroom. Recipe will make approximately 3 dozen.

Concepts - Being able to follow directions effectively gives one a feeling of success. Successful experiences increase confidence in food preparation.

Performance Objectives - To make a confection by following directions effectively.

Step-by-Step Process:

1. Put water in bottom of double boiler.



2. Turn on hot plate (high heat until water begins to boil and then cut down to low heat).

3. While water in double boiler is heating, open 2 packages of butterscotch morsels, 1-6½ oz. can of

cocktail peanuts, and 1-3oz. can of chow mein noodles.

4. Place butterscotch morsels in top of double boiler. Stir only until melted.

5. Take from heat.

6. Stir in can of peanuts.

7. Add can of chow mein noodles and stir until noodles are coated.

8. Drop by teaspoons on tray or baking sheet.

9. Cool until set.

Evaluation - Satisfactory product

Satisfaction and pleasure expressed by students

These questions will be discussed:

Did you enjoy preparing this confection?

Would you enjoy preparing other foods?

Would you enjoy working in a food establishment?

Materials Needed:	Resource Persons:	Related Information:
Ingredients:		Mimeographed sheet with
2 packages of butterscotch morsels		other easy-to-prepare
1-6½ oz. can of cocktail peanuts		confections.
1-3 oz. can of chow mein noodles		
Equipment:		
Apron,		
Double boiler		
Hot plate		
Wooden spoon		
Baking sheet, or tray		
2 teaspoons		

CLASSROOM CAREER ACTIVITY

Activity - Safety Grade - 7-8 Area -Foods

Description - Making the student more aware of accidents that can happen in the kitchen for the purpose of motivating him to apply safety rules at school, at home, and on the job.

Concepts - Working with the right equipment and practicing safety may prevent injury.

Efficiency and personal satisfaction in food preparation results when one puts safety practices into use.

Performance Objectives - To compile check list of safety practices.

To demonstrate two points on safety to the class.

To bring in one newspaper clipping dealing with kitchen accidents.

Step-by-Step Process:

1. Reports on newspaper clippings by students.
2. Review safety practices that cannot be demonstrated.
   (a) Follow the manufacturer's directions in using any electrical appliance.
   (b) Disconnect small appliances when not in use to avoid danger of shock.
   (c) Allow hot appliances to cool before storing.

(d) Use pot holder instead of towels and aprons for hot pans and dishes.

(e) Wipe up things that spill on the floor, like fat or water.

(f) Keep cupboard doors closed.

(g) Keep your hair out of your eyes.

(h) Stir hot foods with a wooden spoon.

(i) Never let cord dangle - may cause appliance to be pulled off the working area.

(j) Keep forks out of the electric toaster.

(k) Never immerse a heating unit, motor, or cord of electric appliance in water.

(l) Dry hands before connecting or disconnecting electrical equipment.

(m) Never connect electric appliances when standing on wet surface.

3. Demonstrate and tell why:

(a) How to turn handles of saucepans on stove.

(b) Cutting away from you.

(c) Plugging cord in the appliances first, then in the wall outlet; disconnecting the cord from the wall outlet.

(d) Grasping plug rather than cord.

(e) Use of rubber scraper when operating electric mixer.

(f) Correct equipment and use.

Evaluation - List 10 safe practices to be used in food preparation.

Materials Needed:	Resource Persons:	Related Information:
Kitchen Equipment to demonstrate	County Extension Agent	Extra newspaper clippings.
Teen Guide to Homemaking, pages 248,249, 251.		Textbooks: Exploring Home and Family Living page 97.
Bulletin Board: Safety in the kitchen.		

CLASSROOM CAREER ACTIVITY

Activity - Preparation of a Milk Shake Grade - 7-9 Area - Home Economics

Description - Preparing a milk shake with a blender.

Concepts - Incorporation of air in a product increases the volume.

Preparing milk shakes in one of the operations most frequently performed by employees of short order food service establishments.

Performance Objectives - To learn to use the blender to prepare milk shakes.

To learn about some occupations where skills such as preparing milk shakes are a part of the job and prepare a list of these.

Step-by-Step Process:

1. Measure the following ingredients and place in the blender:

   1/2 cup cold milk

   3 tablespoons chocolate syrup

   2-4 scoops vanilla ice cream, depending upon desired thickness of shake.

Note: for vanilla milk shake, simply omit chocolate syrup.

2. Set blender on one of the highest speeds or on "liquefy," depending upon model of blender being used.

3. Blend until well mixed.

4. Pour into paper cups and serve.

Evaluation - Students discuss the following:

Can you think of other foods which expand when air is beaten into them? (Examples: eggwhites, cream, gelatin, etc.)

Did you enjoy making the milk shake?

Did you like your milk shake? Why or why not? If not, suggest way of improving it.

Would you enjoy working a a soda fountain or restuarant where preparing milk shakes is a part of the job? Why or why not?

Materials Needed:	Resource Persons:	Related Information:
Blender	An employee of a fountain	Use and care booklet for
Cold milk	or restaurant might be invited	the model blender being
Ice Cream (Vanilla)	to discuss his or her job, both	used.
Chocolate syrup	likes and dislikes.	Beginning foods textbooks.
Ice cream scoop		
Measuring cups		
Measuring spoons		
Paper cups		
Straws		

CLASSROOM CAREER ACTIVITY

Activity - Churros Grade - 9 Area - Foods

Description - Making Churros (Mexican Doughnuts)

Concepts - Efficiency in food preparation results when one follows an effective plan, involving work, safety, and cleanliness.

Basic cooking principles are learned from all cooking procedures.

Sharing responsibilities in preparing foods at school and at home saves time and energy.

Performance Objectives - To demonstrate skills in following directions.

To demonstrate the practice of safety and cleanliness.

To identify at least two basic principles that apply to food preparation.

Step-by-Step Process:

First Day:

1. Crush 2 teaspoons of anise seed slightly and combine with 1/2 cup of sifted powdered sugar.
2. Cover tightly and let stand until next day.

Also:

1. In a pan, combine 1 cup of water, 1/4 teaspoon salt, 1 teaspoon sugar, and 1/2 cup (1/4 lb. or 1 stick) butter or margarine.
2. Heat until butter melts.
3. Bring to a full rolling boil over high heat.
4. Add 1 cup of regular all-purpose flour (unsifted) all at once.
5. Remove pan from heat.
6. Beat mixture with a spoon until it becomes a smooth, thick paste that clings together and comes away from the sides of the pan.
7. Add 4 eggs, one at a time, beating after each one.
8. Stir in 1/4 teaspoon lemon extract and let cool for 15 minutes.
9. Put in a plastic bag and store until next day.

At home, you do not have to refrigerate if you wish to make immediately.

Second Day:

1. Sift powdered sugar several times and discard seeds.
2. Fill a large pastry bag (with a plain or fluted tip) with half the paste. You may use a cooky press.

3. Heat 1 to 1 1/2 inches of salad oil in a 10 inch frying pan to 400° F. on a deep-fat frying thermometer. CAUTION: Watch thermometer to be sure oil does not get too hot There is a danger of smoking or flaming oil.

4. Start squeezing the paste into the oil until you have a design of paste about 7-9 inches in length; Cut it off with a small knife.

5. Fry 2 or 3 at a time for 5-7 minutes turning as needed until well browned on all sides.

6. With a slotted spoon lift the churros out of the oil and drain on a paper towel.

7. While churros are still warm, sprinkle with powdered sugar. Serve!

Evaluation - Evaluation is based on the following:

Followed directions in preparing churros.

Observed cleanliness and safety practices.

Pleasure and satisfaction expressed.

Quality of product.

Is able to identify basic principles.

Materials Needed:	Resource Persons:	Related Information:
Apron	Demonstration will be given	Copy of mimeographed
Hair net	by parent	recipe for each student.

Ingredients:

2 teaspoons anise seed-optional

1/2 cup powdered sugar

1 cup water, 4 eggs

1/4 tsp. salt, salad oil for frying

1/2 cup (1/4 lb.) butter or margarine

1 cup all-purpose flour, 1/4 tsp. lemon extract

Equipment:

Small mixing bowl	Saucer for breaking eggs,
Wooden hammer	Plastic bag, sifter,
Saucepan	Pastry bag or cooky press,
Measuring spoons	10" frying pan, thermometer,
Spoon for beating	Tongs, small knife, slotted spoon.

CLASSROOM CAREER ACTIVITY

Activity - Candlemaking Grade - 10 Area - Home Economics

Description - Making candles with sand.

Concepts - Technological developments are leading to an increasing amount of leisure time for many Americans.

Leisure time activities may be developed which lead to expanded career opportunities.

Leisure time activities may contribute to a wholesome personality.

Performance Objectives - To make attractive candles which may be used for gifts or sold for profit.

Step-by-Step Process:

1. Dig a free form shap or press your mold into the moist sand.
2. If legs are desired for candles, either make holes in the sand with fingers or a dowel. Holes should be 1 1/2" or more in depth depending upon size of candle.
3. Melt wax over low heat. Using a candy thermometer to gauge temperature, dip wick in wax to coat it when wax reaches 125 degrees F.

4. Stir in about 1 tablespoon stearic acid per pound of wax to make candle harder. You may add bits of broken crayons or old candles for color, if desired.

5. Heat wax to about 270 degrees F. Remove from heat and let cool about 3 minutes.

6. Pour wax when it is no longer steaming. When level of wax drops, fill again to the brim.

7. Cut a length of wick equal to the depth of the candle. When a thick skin develops on the candle, use a pencil or a thin dowel to insert the wick. Fill hole with a small amount of wax.

8. Let candle harden, then carefully lift it from the sand.

9. Run a flame over the outside surfact of candle to cause the sand to adhere and to give you candle an interesting surface texture.

Evaluation - Students complete at least one candle during the activity period.

Students display their candles, noting good and poor features of their projects and suggesting ways in which they could be improved.

Materials Needed:	Resource Persons:	Related Information:
Sturdy boxes filled with moist sand,	Mothers or local homemakers	Woman's Day Magazine
Wax,	interested in candlemaking,	August, 1973 edition.
Broken crayons or candles,	Owner of local craft shops.	
Wick,		
Stearic Acid,		
Candy thermometer,		
Jars, bowls, or other household articles		
with interesting forms.		

CLASSROOM CAREER ACTIVITY

Carol Kenney

Activity - Fingers in the Paint Grade - 10 Area - Home Economics -Child Development

Description - Making fingerpaint from materials which can be found at home.

Concepts - Even on a limited budget, children can be provided with educational play material.

Performance Objectives - To make fingerpaint which can be used in child play.

To compare the cost of commercial fingerpaint with the classroom product.

To determine the value of the finger painting experience to the child.

Step-by-Step Process:

1. Give students "Fingerpaint Recipe"

   1 qt. boiling water

   3/4 cup soap flakes

   1 tsp. glycerine (buy at grocery store or drug store)

   3/4 cup laundry starch

   Few drops of oil of cloves or wintergreen

Food coloring

(a) Moisten starch and pour into boiling water.

(b) Stir until thick and smooth and remove from stove.

(c) Add soap flakes and stir until dissolved.

(d) Add food coloring.

(e) Add oil of cloves or wintergreen to starch mixture to keep it fresh.

(f) Add glycerine after mixture cools.

(g) Paint on glazed surface paper (shelf paper, freezer paper).

(h) Wet on both sides and place on table shiny side up.

2. Ask volunteer to find out the price per ounce of commercial fingerpaint.

3. Assign a volunteer to determine the cost per ounce of the class-produced fingerpaint. (Student can determine cost by obtaining costs from the ingredient containers, then measuring the amount the recipe makes. The instructor may need to provide instructions for figuring cost.)

4. Divide class into groups for the kitchen units.

5. Provide each group with two organization sheets. (one for teacher and one for the group) This is to aid students in organizing before they enter the kitchen units.

6. Students prepare fingerpaint and clean up.

7. Students will use some of the paint to see how the product works. The remaining can be given to a local kindergarten, nursery school, etc.

Evaluation - The students will complete their assignments (making fingerpaint and determining costs).

In a discussion, students compare costs of the classroom-produced product and the commercially-produced product.

Students list ways in which fingerpainting can promote a child's development.

Materials Needed:

Kitchen units and equipment

Ingredients for fingerpaint

Instructions for figuring cost of finger-paint per ounce if needed

Organization sheets

Shelf paper or freezer paper

Resource Persons:

Related Information:

Exploring Home and Family Living -- Flick, Fernandez, Munvers

CLASSROOM CAREER ACTIVITY

Carol Kenney

Activity - Candlestick Making Grade - 10-12 Area - Home Economics

Description - By using commonly available material, candlesticks can be made in various sizes, shapes, and colors.

Concepts - Each person is an individual who is creative in his own way.

Candlestick making can be a productive and enjoyable leisure-time activity.

Performance Objectives - To make a decorated candlestick.

Step-by-Step Process:

1. Give a demonstration on making a candle, using a completed and partially completed candlestick as examples.
2. Collect materials to use in making the candlestick. These will include different shaped bottles (with lids if possible), large container of white glue, paint brush, plastic or metal tops from spray cans (these should not contain another ring of plastic or metal inside), or deep coffee container lids, newspapers, trim and braid, and acrylic paint. Cardboard, pencil, compass, scissors, glaze for

the candlestick after painting, wood to cut a base or design, an old glass or plastic saucer, plastic or metal butter containers, antiquing, or objects with pleasing shapes are excellent materials to use. Do not choose something with a narrow top or bottom.

3. Stack various bottles, cardboard circles, lids, etc. on top of each other until you achieve a shape pleasing to you.

4. After you have decided on a pleasing shape,glue them together.

5. Allow glue to dry overnight.

6. Tear newspaper in strips approximately 1" to 2" wide and 2" to 3" long.

7. Put glue on one side of the newspaper strip and place on the candlestick. (it is easier to work from top to bottom) Overlap pieces of newspaper as you go and smooth down.

8. Allow to dry partially.

9. Glue braid and trim over the newspaper in a pleasing design.

10. Allow to dry thoroughly.

11. Paint in one of the following two ways, a combination of two, or use your own imagination:

(a) Dry brush - Paint the entire candlestick one color, allow to dry. Choose a contrasting color. Dip brush in the paint. Remove the excess paint by scraping the brush on the edge of the paint

container and/or dabbing the brush on a piece of newspaper. Brush the candlestick with this brush until the desired effect is reached.

(b) Antiquing - Paint the entire candlestick one color or a combination of colors. Allow to dry. Brush on antiquing and wipe off to desired effect. (If you don't like the effect, don't worry. You can repaint when the candlestick is dry.)

12. Spray glaze after paint is dry if you wish.

Evaluation - Determine by observation of the work, energy and effort the student puts into the project. The final product should be neat, sturdy, balanced, and straight.

Discuss the product with each student to determine his feelings about the success or failure of his product.

Materials Needed :	Resource Persons :	Related Information :
Listed in step 2		1970-Better Homes and Gardens Christmas Ideas

CLASSROOM CAREER ACTIVITY

Activity - Biscuit Making Grade - 10 Area - Home Economics

Description -Baking biscuits

Concepts - There are usually a number of alternative ways to achieve a satisfactory end product. Management of resources such as time, money and energy are of importance to women who find themselves in the dual role of homemaker and career women.

Performance Objectives - To select the best methods out of three for baking biscuits.

Step-by-Step Process:

1. Students bake a can of biscuits and note the time required and the cost involved.
2. Students bake biscuits from a packaged mix, following directions on the package and then note the cost and time required.
3. Students bake biscuits following a basic recipe and note cost and time required.
4. Each group serves their product to the class.

Evaluation - The class discusses the following:

(a) Which biscuits do you like best? Why?

(b) Which method of baking biscuits would you choose when time is especially limited and why?

(c) Which method of baking biscuits would you choose when on a very limited foods budget? Why?

Materials Needed:	Resource Persons:	Related Information:
Packaged Biscuit Mix,		Foods texts
Canned Biscuits,		Cookbooks
Ingredients for Biscuits,		
Mixing Bowls, pastry cloths,		
Measuring spoons, rolling pins,		
Measuring cups and baking sheets.		

CLASSROOM CAREER ACTIVITY

Carol Kenney

Activity - The Cake That's Tops Grade - 11 Area - Home Economics

Description - After dividing the class into three groups, each group prepares a cake, using a different method, and then compares the various cakes according to quality, preparation time, and cost.

Concepts - Each individual has his own tastes or preferences for foods.

The choices people make in food are influenced by many factors.

Performance Objectives - To make the type of cake assigned to the group.

To compare the quality, preparation time, and cost of the completed cake with two other cakes prepared differently.

To discuss the factors which play a part in food choice.

Step-by-Step Process:

1. Divide the class into groups small enough to work together in the kitchen units. (3 groups at a time)
2. Ask each group to draw to see if they are to make a mix cake, a "scratch" cake, or a"doctored up cake."
3. Ask the class to vote on whether to make a chocolate or yellow cake. (white does not work well)
4. Instruct the groups to calculate the cost of making a particular cake by figuring the cost from prices

printed on the container in which the ingredients come.

5. The group making the "scratch" cake selects a recipe.

6. The group making the "doctored up cake" adds one 3 oz. pkg. pudding (not instant), chocolate for chocolate and vanilla for yellow, 1/3 cup milk and 1 egg to the recipe on the back of the cake mix package.

7. The group making the mix cake follows package directions.

8. Each group completes two copies of a work program sheet (one for the teacher and one for the group). This is done so that students are organized and prepared when they enter the kitchen units.

9. All three groups begin their preparation at the same time. One student in each group keeps account of time necessary to make the cake from the time the group collects the ingredients to the time clean-up is completed.

10. If time is limited after cakes are completed, wrap them well and save to be iced the next day.

11. Students select and prepare the same icing.

12. Students ice cakes.

13. Give each student a form sheet to use in evaluating the quality of the cakes (texture, color, moisture, crumb, flavor).

14. After collecting the form sheets, place the ratings on the board the class gave as a whole, the preparation time, cost, and quality for each.

15. Discuss the factors that influence one's choice of cakes. Compare this to other foods which come prepared.

Evaluation - Evaluation is based on attendance, participation, quality of work completed, and preparation of rating sheet.

Materials Needed : Resource Persons : Related Information :

Kitchen facilities for three groups.
Cake ingredients,
Evaluation sheets.

CLASSROOM CAREER ACTIVITY

Activity - Textile Testing Grade - 11 Area - Home Economics

Description - Performing textile tests in the classroom.

Concepts - A fabric's performance may be predicted when its properties are known.

There are numerous and varied careers relating to the area of textiles and clothing.

Textile testers are employed by universities, government agencies, and industries.

Performance Objectives - To make, on the basis of laboratory results, predictions about the peformance of fabrics when sewn into garments.

To perform a number of simple laboratory tests on textiles.

Step-by-Step Process:

1. Cut fabric into five 4" squares. Keep one square as a control which will receive no treatment.
2. With one of the squares, test for colorfastness to sunlight. Cut a 1" square in the center of a 4" square of cardboard. Place the cardboard over the fabric and staple together around the edges. Place in direct sunlight for several hours. Compare with the untreated square and note any differences.
3. Using one of the fabric squares, test for shrinkage. Pin the fabric square to a sheet of paper and

draw around it. Remove fabric, and wash in hot water. Dry and press the fabric, then compare its size with the size of the drawing. Note any differences.

4. Test one of the squares for colorfastness to cholrine bleaches by washing it in a quart jar of hot water to which you have added 1-1/2 teaspoons chlorine bleach. Note the color of the water. Dry the sample, press, and compare with the sample which has received no treatment. Note any differences.

5. Iron one of the fabric squares at the correct temperature for the fiber content. Note any change in color and if the change is temporary.

Evaluation - Students discuss: Would you enjoy being a textile tester? Why or why not?

What are the employment opportunities for textile testers?

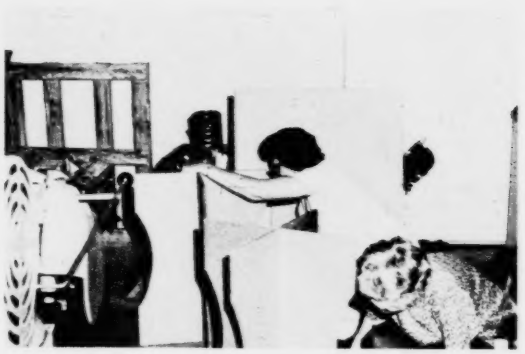
What are the educational requirements for the textile testers?

What salaries may textile testers expect?

Students write a brief paper predicting how they expect their fabrics will perform when made into garments.

Materials Needed:	Resource Persons	Related Information:
Scraps of brightly colored fabrics, preferably of cotton or blends containing cotton.	Guidance counselor to discuss job opportunities, etc.	Book: Textiles by Hollen and Sadler.
Cardboard		
Chlorine bleach		
Ironing boards		
Irons		
Paper and pencil		
Gauges or rulers		

Exploring Industrial Arts



CLASSROOM CAREER ACTIVITY

Walter Vanhuss

Activity - Hand Tool Safety and Usage Grade - 7-8 Area - Industrial Arts

Description - Assembly and holding.

Concepts - Safety involves "using the correct tool for the right job."

Performance Objectives - To identify various hand tools.

To use hand tools safely.

Step-by-Step Process:

1. Present instruction on general hand tool safety.
2. Ask student to complete an involvement sheet.
3. Classify hand tools in the following categories:
   (a) layout
   (b) cutting
   (c) assembly and

(d) holding.

4. Demonstrate correct hand tool usage for the following:

(A) Layout	(B) Cutting	(C) Assembly	(D) Holding
yardstick	crosscut saw	claw hammer	hand screw
measuring tape	coping saw	screw driver	C-clamp
framing square	sabre saw	combination pliers	spring clamp
try square	utility knife	adjustable wrench	
	compass saw		

5. Handle the various hand tools during lecture and demonstration.

A student involvement sheet is completed.

Evaluation - Identify the various hand tools by name.

Complete matching statements on hand tools.

Have students demonstrate correct usage of selected hand tools.

List general safety rules.

Materials Needed :	Resource Persons:	Related Information:
Yardstick, measuring tape, framing square, try square, utility knife, compass saw, crosscut saw, coping saw, sabre saw, claw hammer, screw driver, combination pliers, adjustable wrench, hand screw, c-clamp, spring clamp.	Carpenter Contractor	Film, "ABC's of Hand Tool Safety" Filmstrips
Student involvement sheet		

CLASSROOM CAREER ACTIVITY

Activity - Careers and Tools Grade - 7-8 Area - English

Description - Students list careers and tools that are related to them.

Concepts - Every career requires special tools.

Performance Objectives - To list tools required in specific careers.

Step-by-Step Process:

1. Give the students 30 minutes in which to list a variety of careers.
2. List 2 or more tools that are related to each career.

Evaluation - The careers listed along with the tools for each are checked for accuracy.

CLASSROOM CAREER ACTIVITY

Walter Vanhuss

Activity - (Contract 1) Grade - 7-8 Area - Industrial Arts

Description - Utilizing layout tools to plan a cardboard stool.

Concepts - Layout tools are extremely important for obtaining products that are consistend and easy to assemble.

Performance Objectives - To select layout tools.

To use layout tools properly.

Step-by-Step Process:

1. The student is given a sketch of a cardboard stool.
2. A measuring device is used to plot the length, height, and depth.
3. A square is utilized for plotting any 90 degree angle.
4. Slots are plotted by using a measuring tape and squared with a try or framing square.
5. The student completes an involvement sheet including the following:

   (a) Layout tool cost.

(b) Where to purchase items.

(c) Description of occupation utilizing layout tools.

Evaluation* - Evaluation is measured by laying an overlay of the items on the layout after the student has completed the layout operation.

*Final evaluation should be performed at the conclusion of Contract 3. The size and the degree of fit should be the final evaluation.

Materials Needed:	Resource Persons:	Related Information:
Measuring tape	Draftsman	Filmstrip on layout
Yard stick	Inspection Engineer	Drafting books on
Framing square	Carpenter	layout.
Pencils		
Try square		

CLASSROOM CAREER ACTIVITY

Walter Vanhuss

Activity - (Contract 2) Use of Cutting Tools Grade - 7-8 Area - Industrial Arts

Description - Using various cutting tools to cut out the configurations laid out in Contract 1.

Concepts - The correct use of cutting tools is vital for proper assembly and the elimination of excess waste materials.

Performance Objectives - To select and use cutting tools.

Step-by-Step Process:

1. The student takes the layout constructed in Contract 1.
2. By utilizing a sabre, hand or compass saw, the student cuts out the stool top and sides.
3. The assembly slots are cut out by using the utility knife, sabre, hand or compass saw.
4. The student completes an involvement sheet including the following:
   (a) Cutting tool cost.
   (b) Where to purchase items.

(c) Description of occupation utilizing cutting tools.

Evaluation* - Evaluation is measured by laying an overlay of the stool top and sides on the items after cutting out.

*Final evaluation should be performed at the conclusion of Contract 3. The size and the degree of fit should be the final evaluation.

Materials Needed:	Resource Persons:	Related Information:
Sabre saw	Carpenter	Filmstrips
Cross Cut saw	Contractor	Industrial Arts books
Compass saw		"Use of Hand Cutting
Utility Knife		Tools."

CLASSROOM CAREER ACTIVITY

Walter Vanhuss

Activity - (Contract 3) Use of Assembly and Holding Tools Grade - 7-8 Area - Industrial Arts

Description - Employing assembly and holding tools to assemble a cardboard stool.

Concepts - Assembly and holding tools are required when constructing products.

Performance Objectives - To select and use assembly and holding tools.

Step-by-Step Process:

1. Glue one smaller cardboard square on the bottom of stool top with casin glue and clamp with a hand screw, c-clamp or spring clamp.
2. Attach four sides together and glue.
3. Position top on the assembled sides and glue with casin glue.
4. The stools can be painted or contact paper applied to the surfaces.

Evaluation - Evaluation is made by comparing the size of the stool to the sketch and analyzing the degree of fit of the assembled parts.

Materials Needed:	Resource Persons:	Related Information:
Casin glue	Assembly line worker	Industrial Arts book
C-Clamp	Carpenter	on "Assembly Line"
Hand screw	Industrial Arts Instructor	
Spring clamp		

CLASSROOM CAREER ACTIVITY

Activity - Making a Gun Rack Grade -7-12 Area - Industrial Arts

Description - Making a gun rack economically.

Concepts - Making a gun rack is an important leisure-time activity.

Money can be saved by making small projects during leisure time.

Performance Objectives - To complete a gun rack according to a specified plan within a specified period.

Step-by-Step Process:

1. Draw a sketch of the activity complete with dimensions.
2. Select materials.
3. Mark the material according to dimensions.
4. Cut along the lines drawn on the material.
5. Sand the material to remove all rough areas.
6. Assemble the parts according to sketch.

Evaluation - Evaluate the finished product.

Student lists the steps he used and the equipment needed to complete this project in 30 minutes.

Materials Needed:	Resource Persons:	Related Information:
Wood, pencils, bandsaw or coping saw,	Contractor	Woodworking Technology
Sandpaper, wood glue, wood screws,	Shop foreman	Woodworking Facts
Drill and bits.	Shop teacher	

CLASSROOM CAREER ACTIVITY

Roger Brown

Activity - Lettering the Alphabet Grade - 9 Area - Industrial Arts Mechanical Drawing

Description - Making the alphabet.

Concepts - Lettering must be sharp and bold in order to be legible.

Performance Objectives - To letter title blocks and drawings accurately and legibly.

Step-by-Step Process:

1. On note paper practice making the alphabet, showing the number of strokes and direction of strokes.
2. Consult any mechanical drawing text book.

Evaluation - Evaluation is based on the following:

Neatness,

Vertical lines,

Horizontal lines,

Number of strokes,

Direction of strokes.

Materials Needed:	Resource Persons:	Related Information:
Note paper, pencil	Engineers	Textbook,
Mechanical Drawing textbook.	Draftsmen	Lettering pack,
	Designers	Lettering guides.
	Illustrators	
	Architects	

CLASSROOM CAREER ACTIVITY

Roger Brown

Activity - Title Block Layout Grade - 9 Area - Industrial Arts Mechanical Drawing

Description -Laying out title blocks.

Concepts - Drawings must have title blocks so that they can be readily identified.

Performance Objectives - To lay out and complete a title block on a drawing.

Step-by-Step Process:

1. Layout borderline 1/4" from edge of paper.
2. From bottom border line mesure up 7/8" and draw a horizontal line from left borderline to right borderline (if right handed); vise versa if left handed.
3. Divide 7/8" space up into 1/8" space.
4. Draw six horizontal lines through the 1/8" points giving seven 1/8" spaces in which to letter.
5. Divide the horizontal lines into 3 equal parts with two vertical lines.

6. Information to go as follows:

Left	Middle	Right
Name of School,	Name of drawing,	Name of person making drawing,
City,	Scale,	Approved by,
State.	Date.	Sheet Number.

Evaluation - Evaluation is based on the following points:

Required data,

Accuracy, neatness,

Spacing, and clarity.

Materials Needed:	Resource Persons :	Related Information:
Drawing board, T-square,	Architects	
2-H pencil, 30 degree-60 degree triangle,	Engineers	
Drawing paper.	Designers	
	Draftsmen	
	Illustrators	

CLASSROOM CAREER ACTIVITY

Roger Brown

Activity - Mechanical Drawing Instrument Identification and Usage Grade - 9 Area - Industrial Arts Mechanical Drawing.

Description - Identifying and using 15 major mechanical drawing instruments.

Concepts - By learning the mechanical drawing instruments a student should be able to make simple drawings and layout of geometric exercises.

Performance Objectives - To identify mechanical drawing instruments.

To use mechanical drawing instruments correctly.

To lay out eight geometric figures.

To lay out eight basic drawings.

Step-by-Step Process:

1. Present and demonstrate each drawing instrument.
2. Ask each student to sketch the instrument, describe its use, and state the approximate cost of the item.
3. Pass each instrument around group or class for each student to actually have hands on instruments.
4. Ask each student to tape a sheet of drawing paper to drawing board or desk top. With 4-H pencil, layout borderline around paper, ¼" from edge.

5. Divide paper into 4 equal parts, from borderline to borderline.

6. In each quarter of paper, lay out a different geometric exercise for the following:

Square - center each exercise in drawing areas, use 7-square and 30 degree-60 degree triangle, 4-H pencil.

Circle - compass set

Triangle - t-square, 45 degree triangle

Octagon - compass set, triangles, t-square

Hexagon - compass set, triangles, t-square

Pentagon - compass set, triangles, t-square

Bisect an angle - compass

Bisect a straight line - compass

After all exercises have been completed with 4-H pencil, darken all exercises and borderlines with F-pencil.

Evaluation - Evaluation is made, based on the following points:

Neatness of drawings

Accuracy of drawings

Clarity of drawings

Time taken to complete drawings

Materials Needed:	Resource Persons :	Related Information :
Drawing paper, F, 4-H, 2-H pencils,	Draftsman in industry	Filmstrips
tape, T-square, 30-60 degree triangle,	Architects	
45 degree triangle, scale French curve,	Mechanical drawing instructors	
protractor, erasing shield, pink pearl	Engineers	
erasers, art gum, compass set, pencil	Designers	
pointer, sanding pad.	Illustrators	

IMPRESSIONS OF INDUSTRY

The occupation was an assembly line job. The duties seemed to include placing a tray in a machine, pressing a gear, taking out the tray, and pitching it to the next person. The qualification in this case was a high school diploma; however, alertness and accuracy seemed much more important. A keen eye and an alert mind were requirements. Women were handling the job. Nimble fingers and endurance seemed to be the special abilities most necessary. These workers possessed personalities enabling them to follow instructions and get along with their fellow workers. They took pride in an accurate job done as rapidly as possible.

Working conditions were very good. The workers were seated in a fairly cool environment with everything necessary to complete the job within easy reach. They seemed relaxed and confident. This necessitated on-the-job training, probably for only a few weeks--or until mastery of the skill. No previous work experience was necessary nor were there special academic requirements except for communication skills.

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I was amazed at some of the conditions under which some people worked. The heat and noise in the welding section would "drive me mad." I think that I can appreciate metal folding chairs and tables more now than ever before because I have seen the amount of work and endurance that goes into some of these products.

Seeing the processes and labor that are necessary to create some items for market causes us <u>not</u> to think that the price of such an item is what we would consider to be "outrageous." Letting children see some of their parents at work might cause them to appreciate their working at this job in order that the family can have the things they need and want.

At one industry I was extremely upset at the manner in which some of the people on an assembly line were treated. They seemed more like "machines" than people. I admire assembly line workers more now than I ever did. I think they have more patience and dexterity than I could ever develop.

I hope to be able to help my children better understand the necessity and dignity of all jobs. I hope to help them understand that some of these jobs that I used to consider easy are extremely difficult. When teachers start talking about people of certain industries "making more money that we do," I can truly say with feeling, "I wouldn't trade places!"

Work takes about one-third of our daily time. Our economic system is based upon the principle that people work to earn money in order to purchase the products and services needed and wanted.

This being the case, it is more important that one is happy with his work. How can anyone be content with only a paycheck? There has to be more than just the income. I picture work as a task to be accomplished that is interesting and challenging to a worker who is interested in this task and wants to do his very best. After the task is completed, the worker has a feeling of accomplishment and is very proud of his accomplishment and wants people to notice what he has done. Happy workers are productive workers.

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Tool and die was the most impressive job that I saw. The employee operated a medium size machine and had special training after completing high school or trained on-the-job. No particular health standard was required, but a good knowledge of math was essential. Working conditions were very good, and the employees seemed to be contented. This job provided more chances for advancement than any other in industry. Men were the only employees, but women could do the job if they were interested.

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The man was a metal former; he operated a machine that formed chair legs. He was most skillful with the maneuvers he made in a split second. He had a high school education, but that wasn't even necessary because the firm trained him. He would probably need to be in good physical condition. His job required a lot of concentration. He didn't have to smile but did at times anyway. His hands were covered with gloves; his forehead was covered with perspiration; his face was covered with pride in a job well done. He started with the firm on the assembly line, applied for this job, and seemed pleased that HE got it. He seemed most happy to be working in somewhat dismal surroundings and probably would not hear of a lady taking over his job.

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It was very interesting to see these employees doing such a variety of jobs. Even though many were doing the same little task over and over, they were very happy. I was surprised to see women working in some of these jobs; for instance, those in the bomb section. The relationship between employee and supervisor seemed to be very good.

What is industry? It is a place where people work for eight hours with two short breaks and a period for lunch. It is a place where noise and heat are factors in fatigue, where monotony and boredom from doing the same tedious task are factors, where people become part of a machine and function as a machine. Work is begun by the clock and ended by the clock. Quality is important, but quantity is more important.

Industry is a result of the clamor on the part of people today for things and more things. Not only are these people outside of industry, they are inside as well. We encourage students to be creative, to think for themselves and be independent as unique individuals, and yet by stressing materialism, by paving parking lots and superhighways, we are destroying what we are encouraging. It seems that schools today are at cross purposes with the reality of work. We stress the environment but demand more of the world's resources which deplete and destroy the environment.

Delia Duckworth
Greeneville Junior High

After visiting the four industries, I am ashamed that I have complained about petty things in my profession. These visits have made me more appreciative of the different talents and interests that every individual has; also, I am more appreciative of the gears, pumps, chairs, tables, etc. that I take for granted.

I was impressed with the management (those whom we met) and with the apparent ease and dignity with which each worker went about his job. I'm sure many have applied for jobs in the different areas because of interest and not just for a livelihood.

Our trips were costly to the industries because of the time used by the guides and because of the fact that several times production or performance were slowed to a minimum. The fact that these plants were willing to give us the tours is an indication that the managements realize that through their help and concern with career education, they will eventually benefit.

Josephine Mills
Greeneville Junior High School

If the schools and industry are going to reach the common goal of each, which is the employment of qualified people, there will have to be a growing sense of cooperation between them. Schools will have to be willing to listen to industry to find what type of person (worker) they need to fill their jobs. The schools will have to take steps to prepare their students for the type of industry they are going to work in. The schools will have to realize that the society we live in is changing, and as a result of this, the student needs a new type of preparation. The student needs to be prepared, not only with a skill, but with work habits or values, personality traits which will help them to get along on the job and basic education which will allow them to live in the world and also to be able to advance on the job through training and skills learned.

Industry will have to make available to the schools information on jobs available, skills and education needed, pay scales, what constitutes a good worker, and what facilities they have to bring this information to the students. The industry needs to provide access by the student to this type of information. Industry needs to be willing to be patient with the schools as the schools make this transition to a new type of instruction. A brochure might be developed for the student to use, and industries could provide a chance for students to see workers of their chosen profession at work and to meet the students on their own ground.

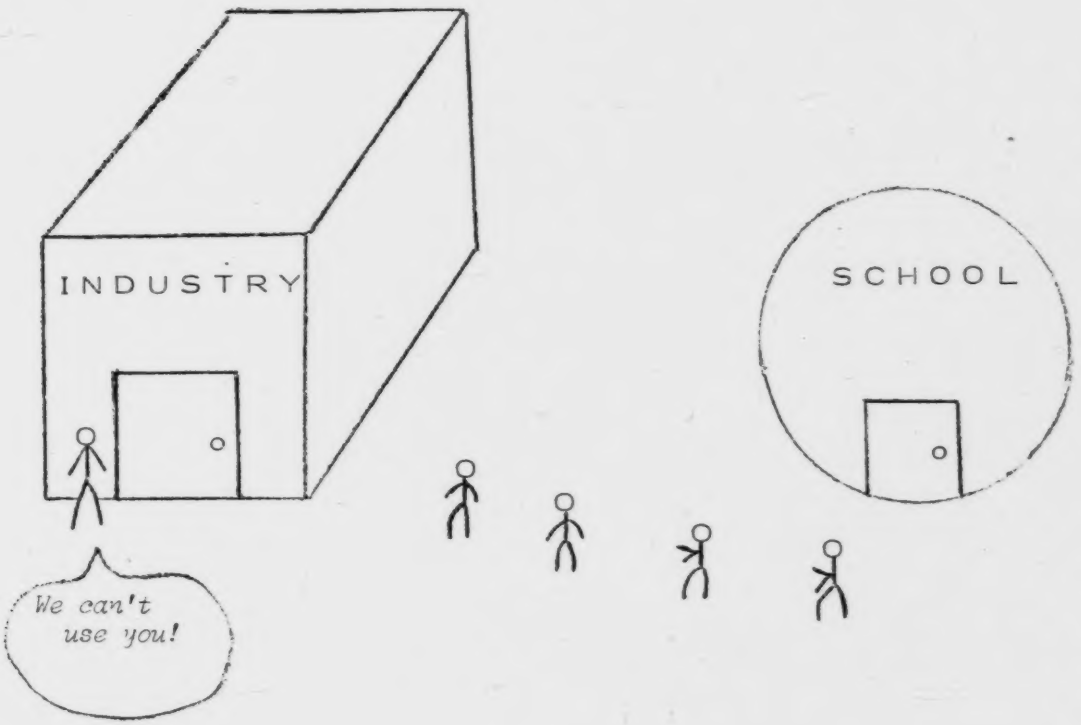
Lloyd Boozer
Greeneville High School

Mother told me if I didn't watch it I'd end up in a place like this. Gee, it sure is noisy--heh! Watch it! Look out, you're going to hit me! Well, whadya know--he picked me right up and carried me away--Oh! You're strong--Don't put me down--Where am I now? Hey--Fresh! You pinched me--Oh! Look at me now--Hmmm--I like my new shape--Real sexy looking--Ohhh! Here I go again--Oooop--Pardon me--I didn't mean to bump into you--Gee, is he ever good looking. Oh!! Hmmm--whatever that was, we're stuck together now--When you're in a strange place it's sure nice to have company--look at those people. Here we go again, up and away.

Row after row of people--all busy--they seem to know what to do. I like it up here--I can see all over--Gee, it's noisy. Look over there at all those machines. My Daddy started out as one of those till his parts wore out. Now he's been recycled and we lost track of him. Down we go. Oh' That tickles--I'm all wet--Oh--but how pretty--Oh--I am simply gorgeous. Hi there, Big Boy, why don't you come up and see me sometime? Here I am up on top again. People, look at all the people. Hands, hands are reaching, grabbing, hitting, tossing, always moving. Peoples' hands are very important. Here come a people right up to me He's looking me over very carefully--Now he's putting a sticker on me. He's smiling. He looks very proud. I'm proud, too. Mother? Are you proud of me?

Betty Parris
Greeneville High School

Since we, the public, have advanced to an industrial technical society, it is my feeling that we should teach about the industrialization we now have. It by no means is perfect, but we can add on and try for improvement. Today, no president would preside, no governor would govern, no teacher would teach if all industry were shut down. It has been my feeling all along that we have been teaching for the minority. The industries have some characteristics that I think the education field should follow. Your education is not the primary factor in industry; it is experience, and one does not start at the top with a Ph.D. However, one could in education.

Roger Brown
Greeneville Junior High

WE HAVE BEEN TRYING TO PUT A ROUND GRADUATE INTO A SQUARE INDUSTRY